



RAISING ACHIEVEMENT AND CLOSING GAPS BETWEEN GROUPS:

**Lessons from Schools and
Districts on the Performance
Frontier**



The Education Trust

Nevada Association of School Boards

Reno, Nevada

November, 2011

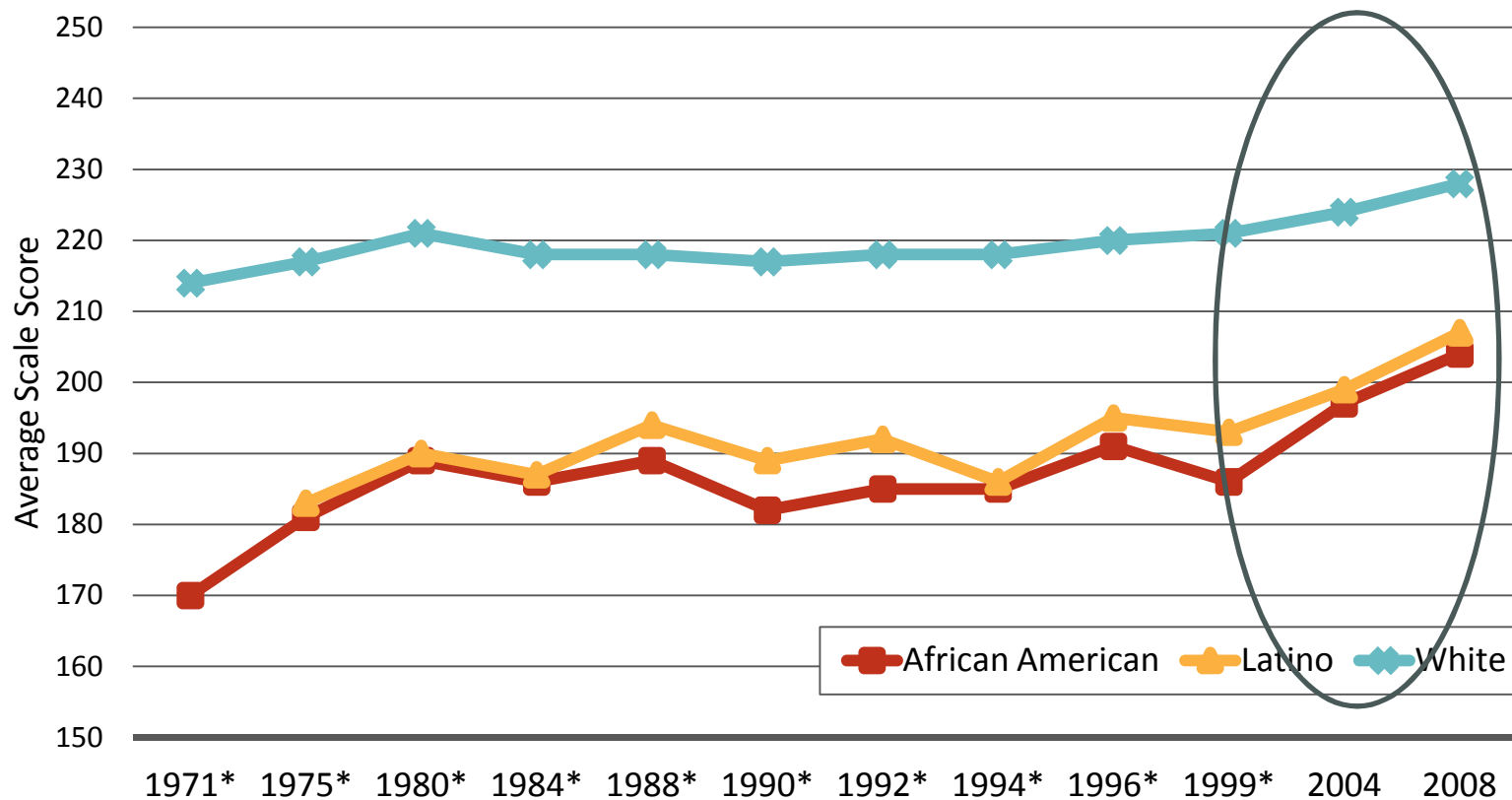


First, some good news.

After more than a decade of fairly flat achievement and stagnant or growing gaps, we appear to be turning the corner.

4th Grade Reading: Record Performance with Gap Narrowing

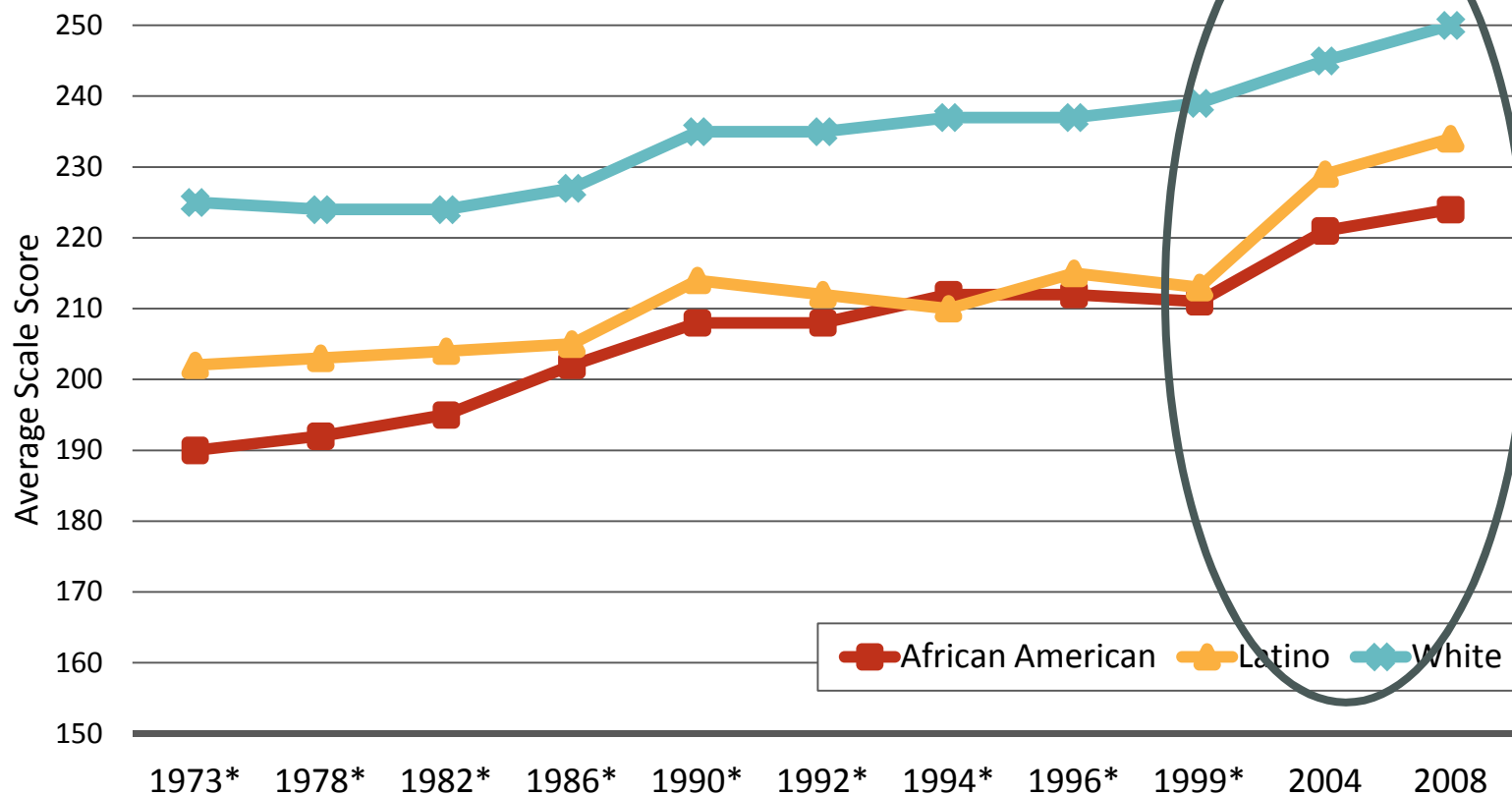
9 Year Olds – NAEP Reading



*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

4th Grade Math: Record Performance with Gap Narrowing 9 Year Olds – NAEP Math

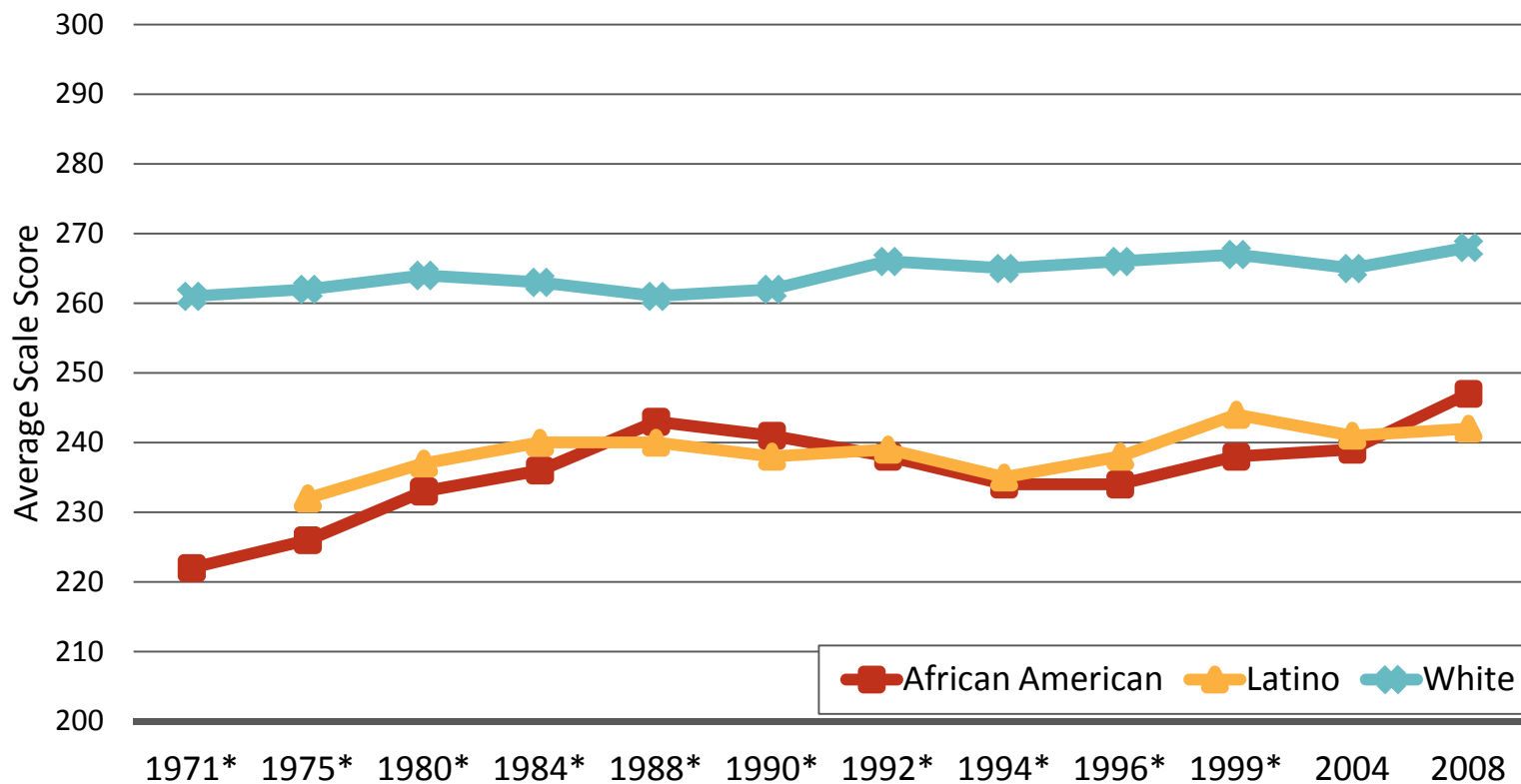


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

8th Grade Reading: Recent Gap Narrowing for Blacks, Less for Latinos

13 Year Olds – NAEP Reading

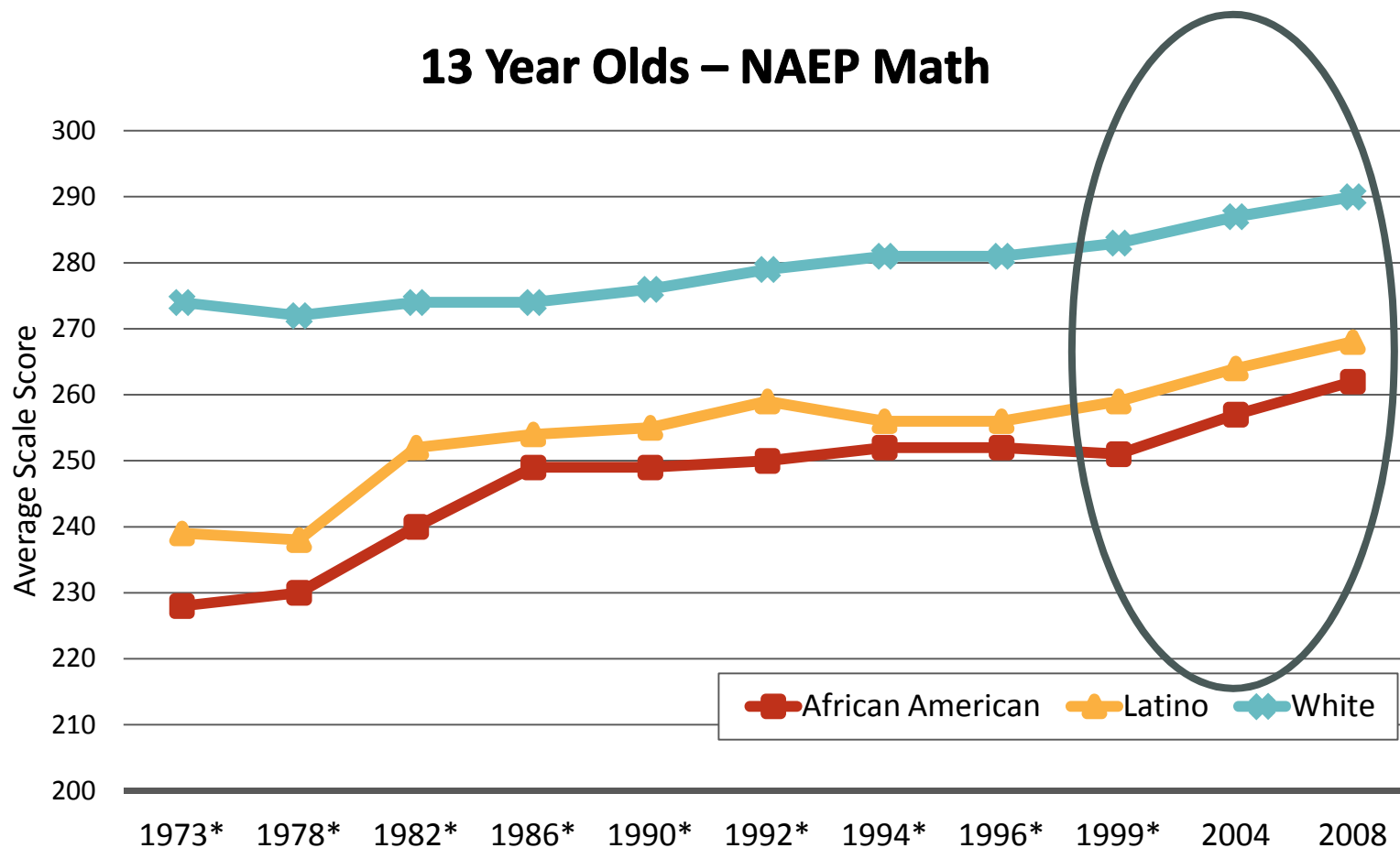


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

8th Grade Math: Progress for All Groups, Some Gap Narrowing

13 Year Olds – NAEP Math



*Denotes previous assessment format

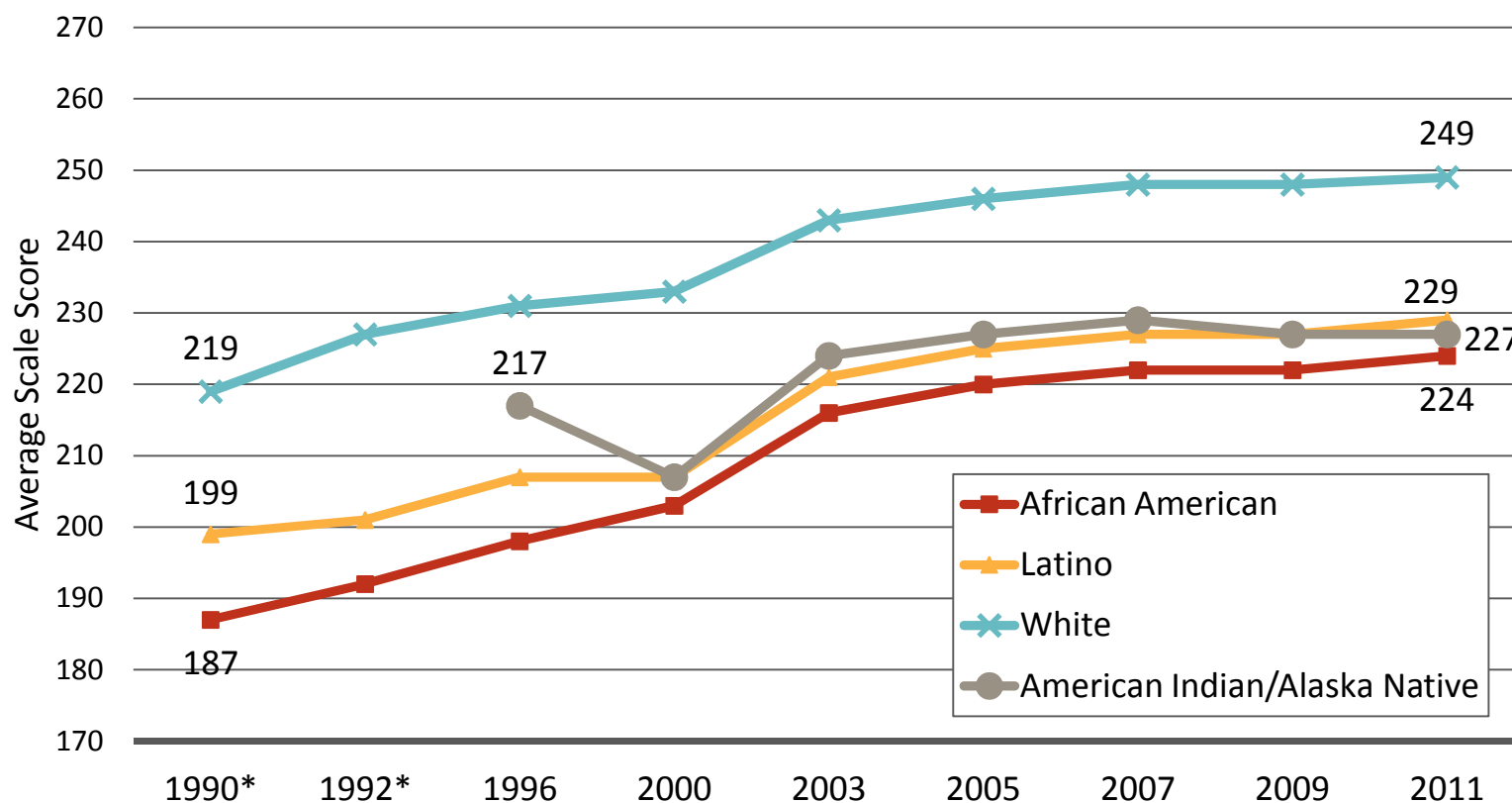
Source: NAEP 2008 Trends in Academic Progress, NCES

Same pattern on Main NAEP exams.



All groups have improved since 1990, but gaps between groups remain wide

National Public – Grade 4 NAEP Math

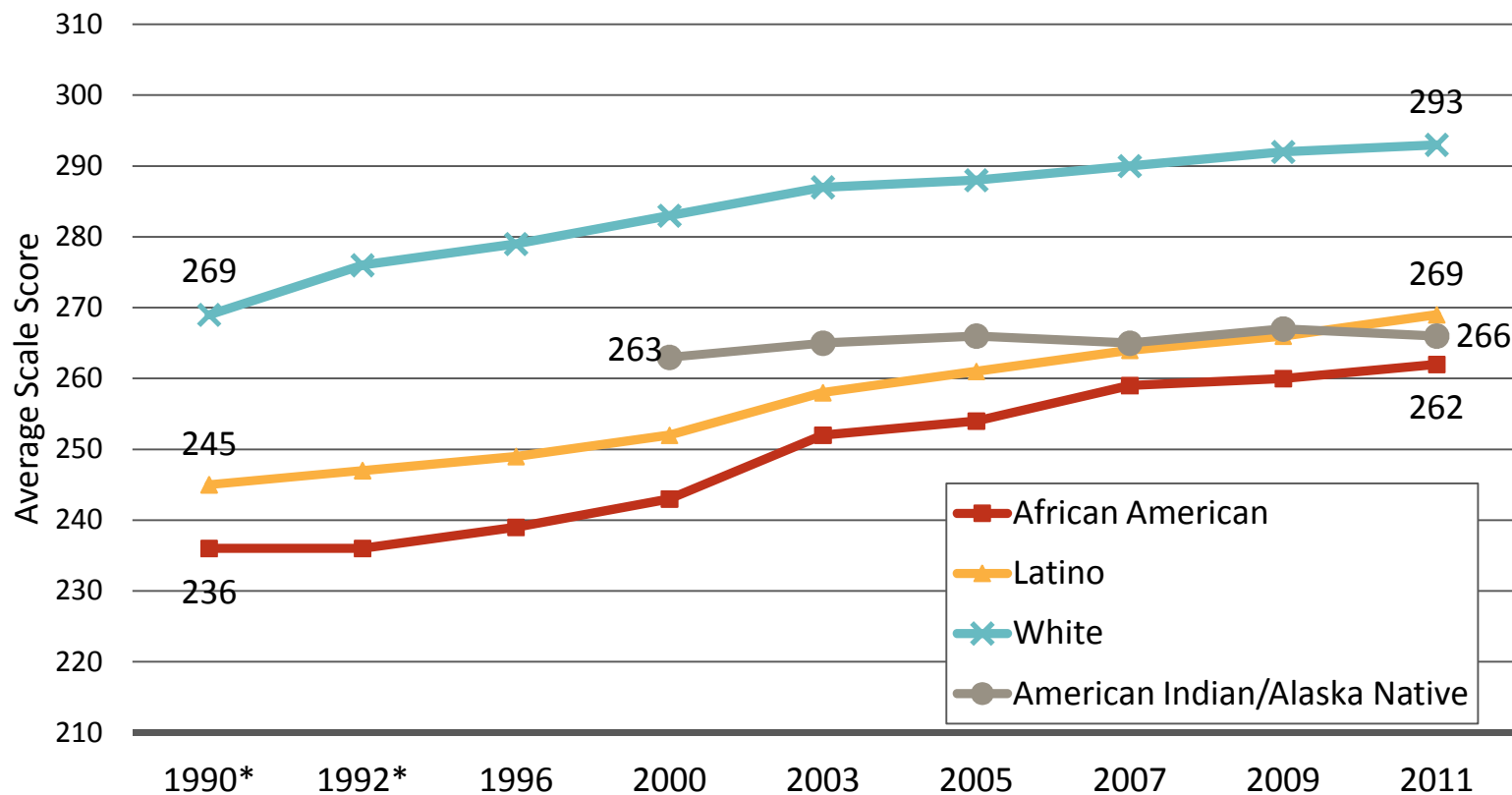


*Accommodations not permitted

Source: NAEP Data Explorer, NCES (Proficient Scale Score = 249)

Over the last decade, all groups have steadily improved and gaps have narrowed

National Public – Grade 8 NAEP Math

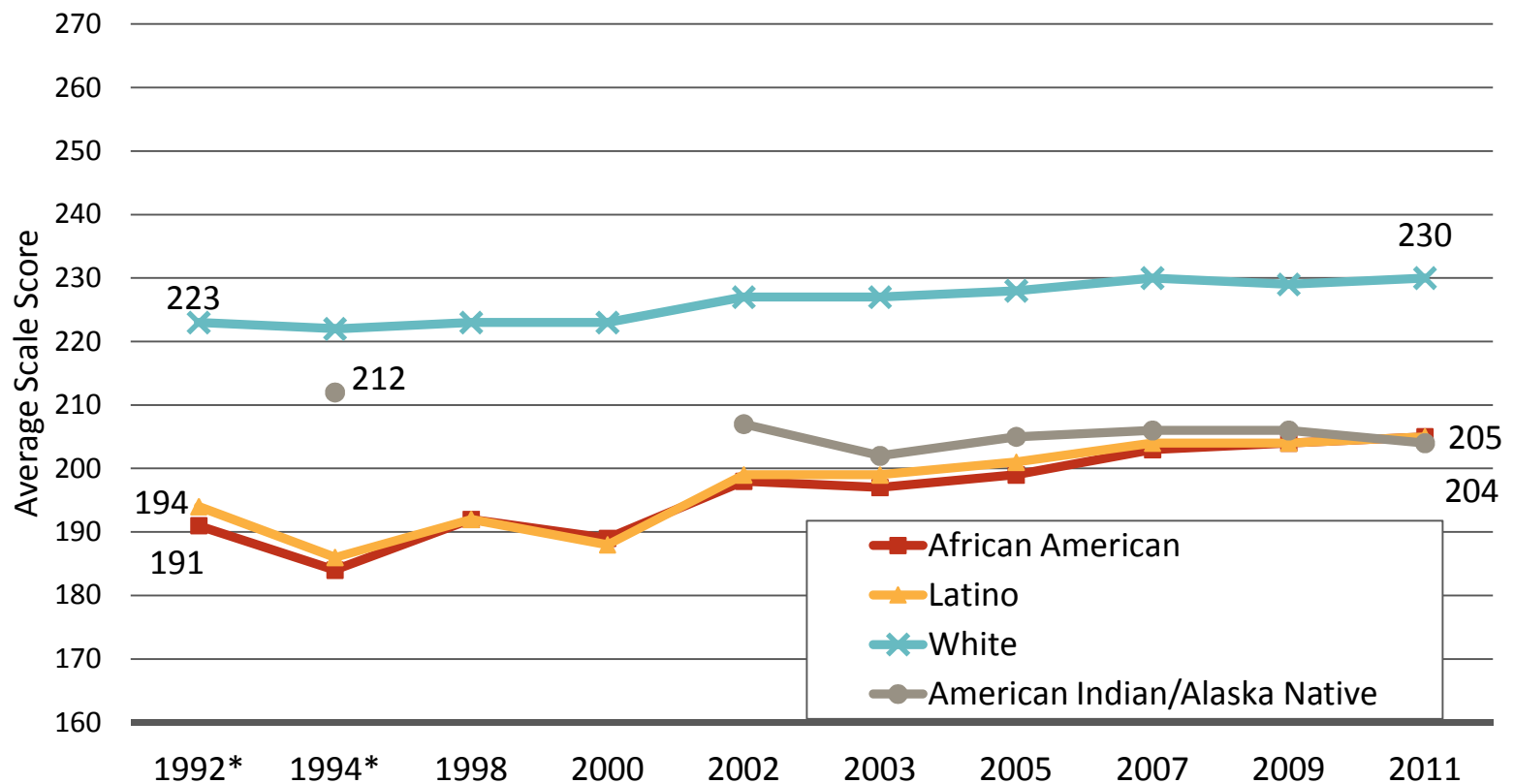


*Accommodations not permitted

Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

Some gap-closing over last decade

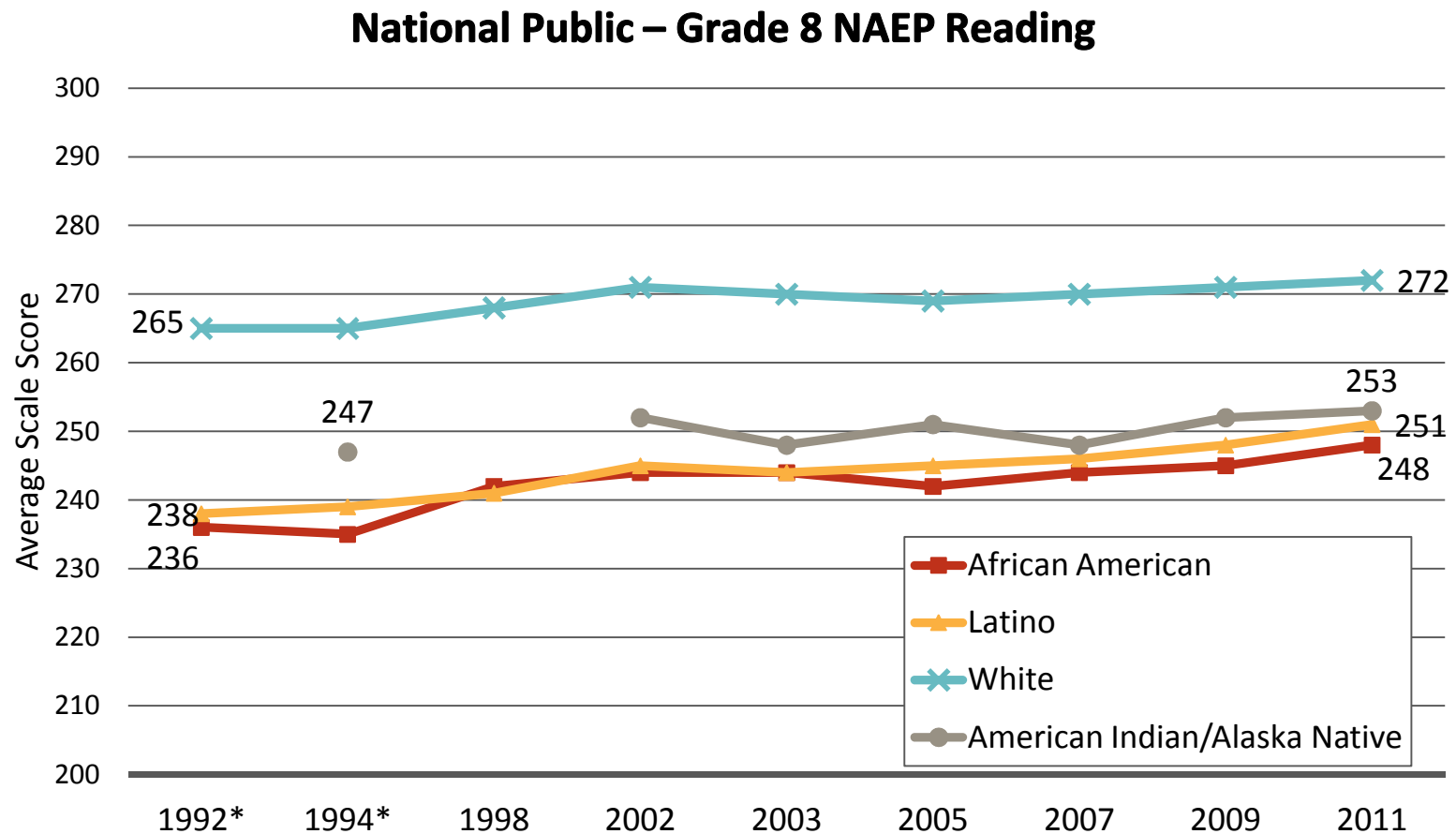
National Public – Grade 4 NAEP Reading



*Accommodations not permitted

Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238)

Some gap closing over the last decade



*Accommodations not permitted

Source: NAEP Data Explorer, NCES (Proficient Scale Score = 281)

Some states making even bigger
progress...



NAEP Grade 4 Reading – Latino Students

States with the Biggest Gains in Mean Scale Scores
(2003 – 2011)

State	Gain
Maryland	11
Massachusetts	14
Georgia	13
Nevada	11
New Hampshire	11

Note: On average, mean scale scores in reading for Latino fourth-grade students increased by 6 points from 2003 to 2011.
Source: National Center for Education Statistics, NAEP Data

NAEP Grade 8 Math – Latino Students

States with the Biggest Gains in Mean Scale Scores
(2003 – 2011)

State	Gain
Arkansas	24
Massachusetts	18
Delaware	17
Idaho	16
Nevada	16
Pennsylvania	16
Rhode Island	16
Texas	16


Note: On average, mean scale scores in math for Latino eighth-grade students increased by 11 points from 2003 to 2011.

Source: National Center for Education Statistics, NAEP Data




Bottom Line:

When we really focus on
something, we make
progress!



Clearly, much more remains to be done
in elementary and middle school

Too many youngsters still enter high
school way behind.

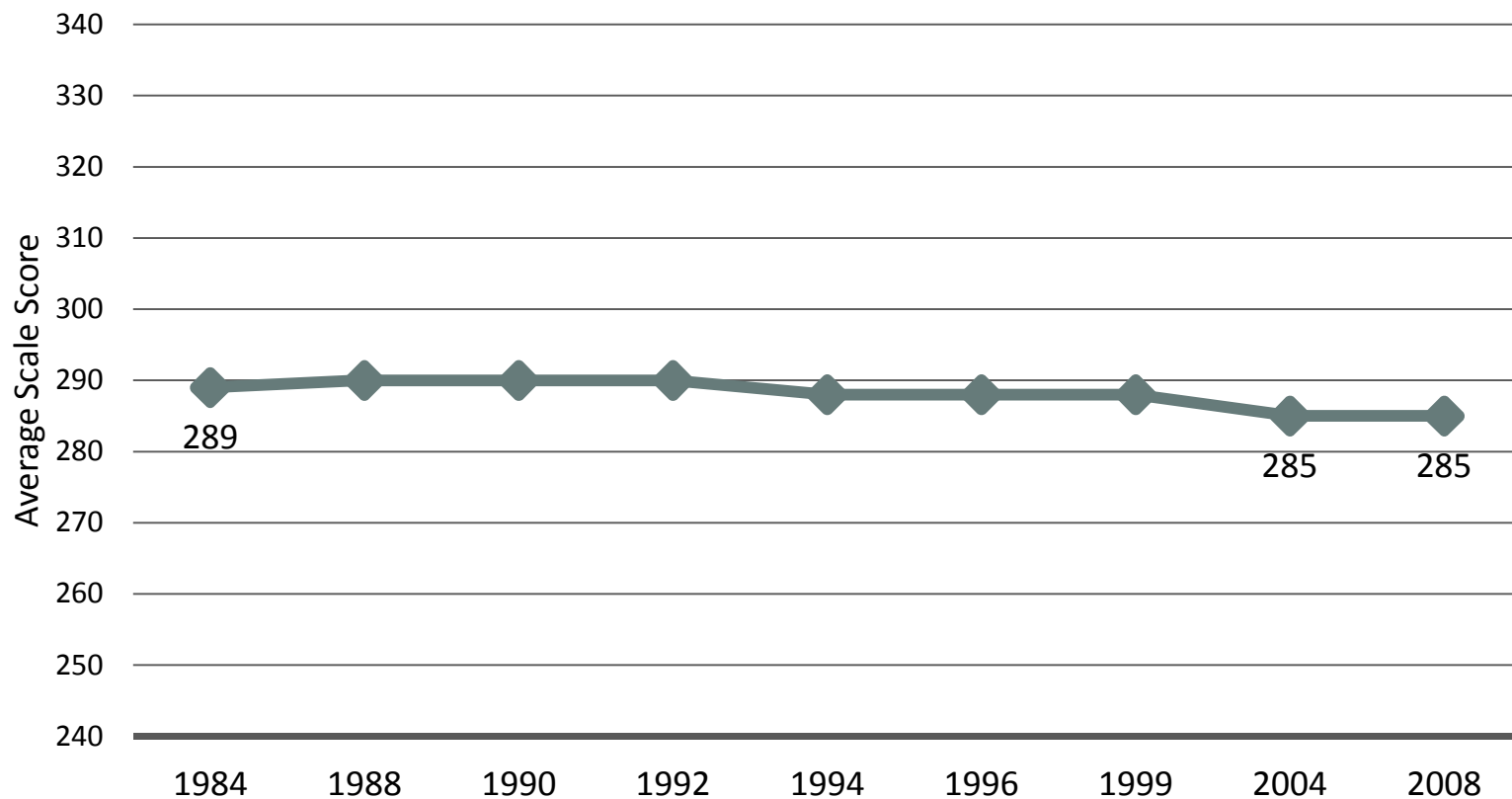


But at least we have some traction on elementary and middle school problems.

The same is NOT true
of our high schools.

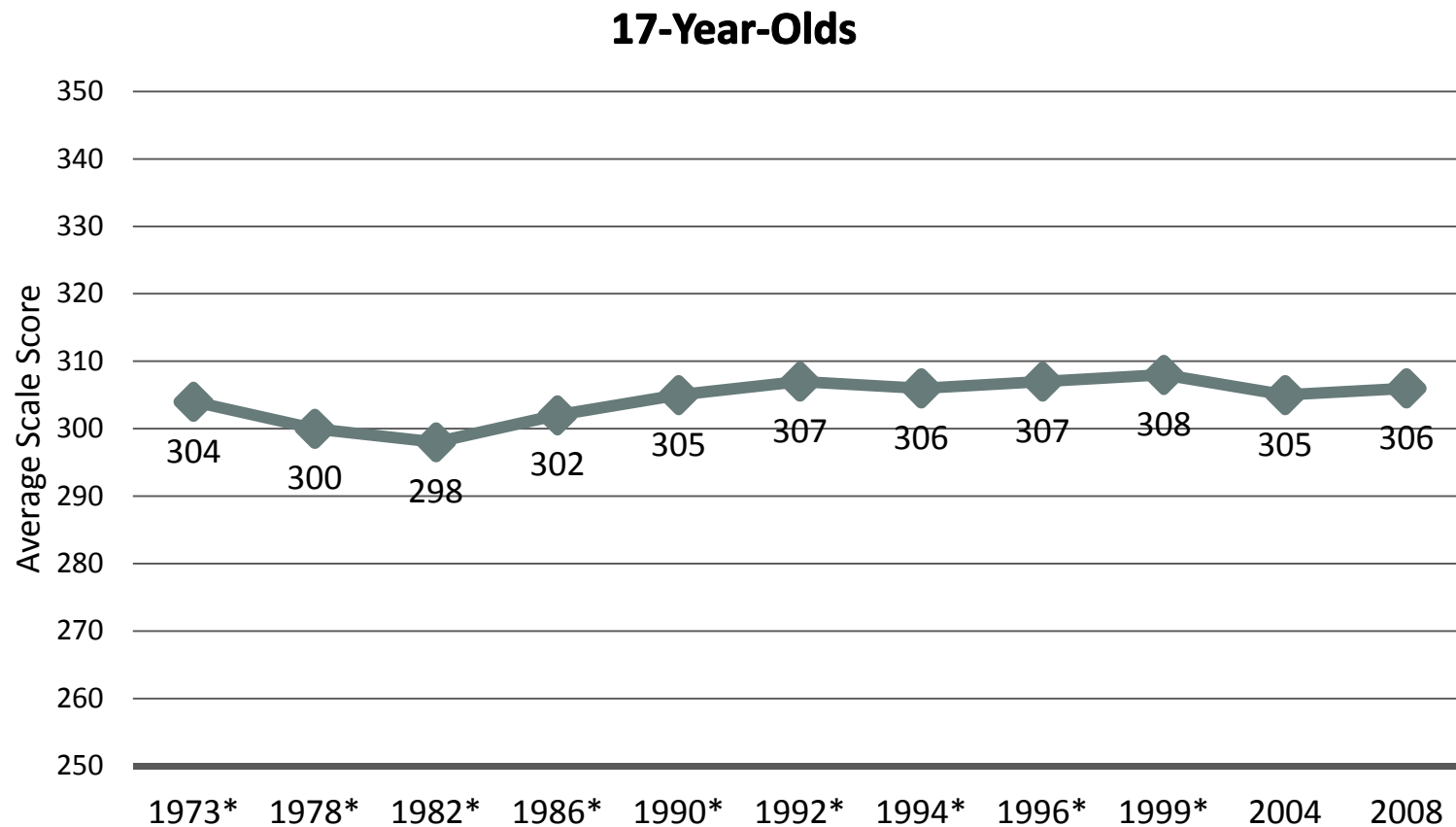
Achievement Flat in Reading

17 Year Olds Overall - NAEP




Source: NAEP Long-Term Trends, NCES (2004)

Math achievement flat over time



* Denotes previous assessment format

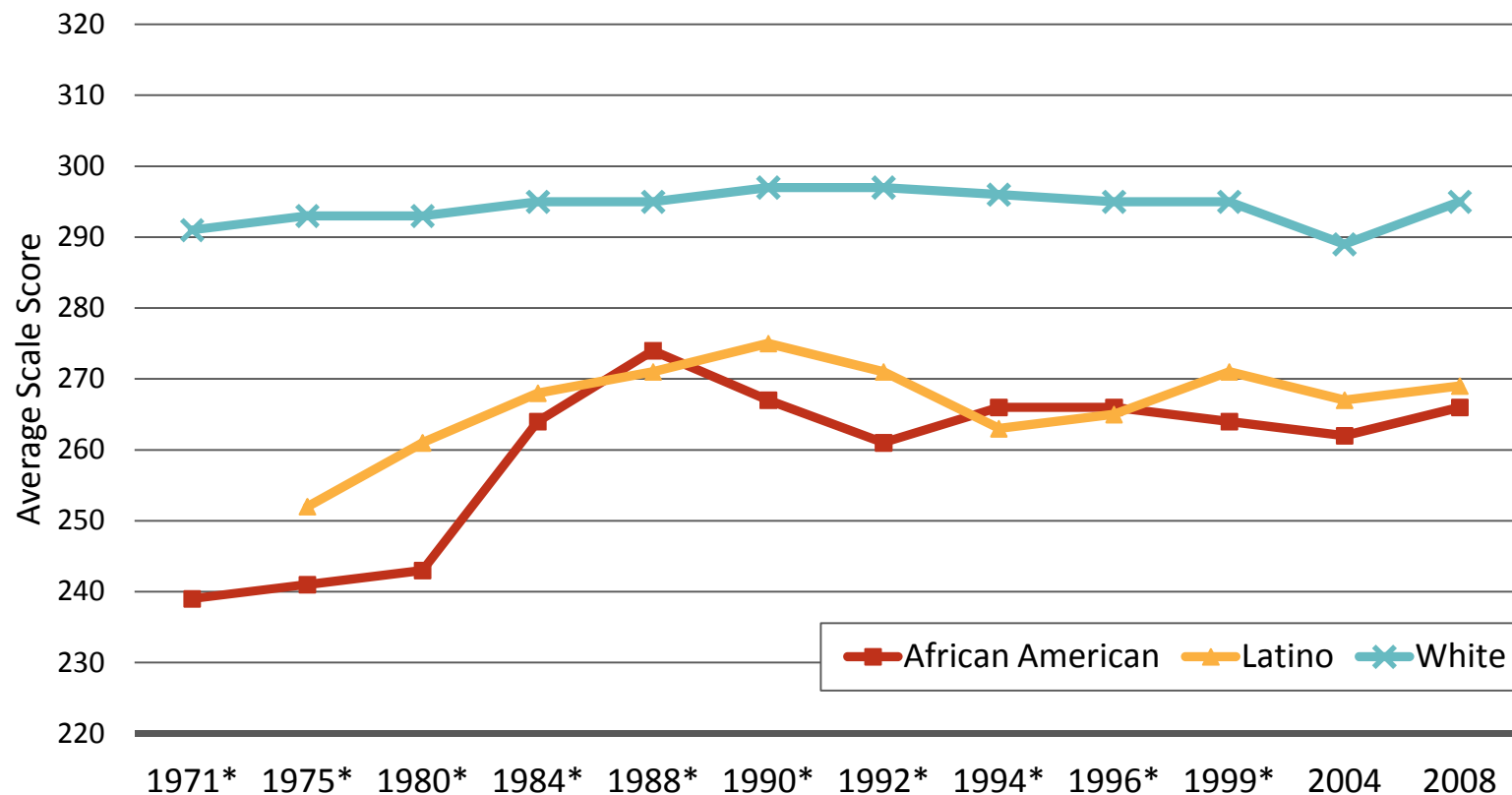
Source: National Center for Education Statistics, NAEP 2008 Trends in Academic Progress



And gaps between groups are
mostly **wider** today than in late
eighties, early nineties

12th Grade Reading: No Progress, Gaps Wider than 1988

17 Year Olds – NAEP Reading

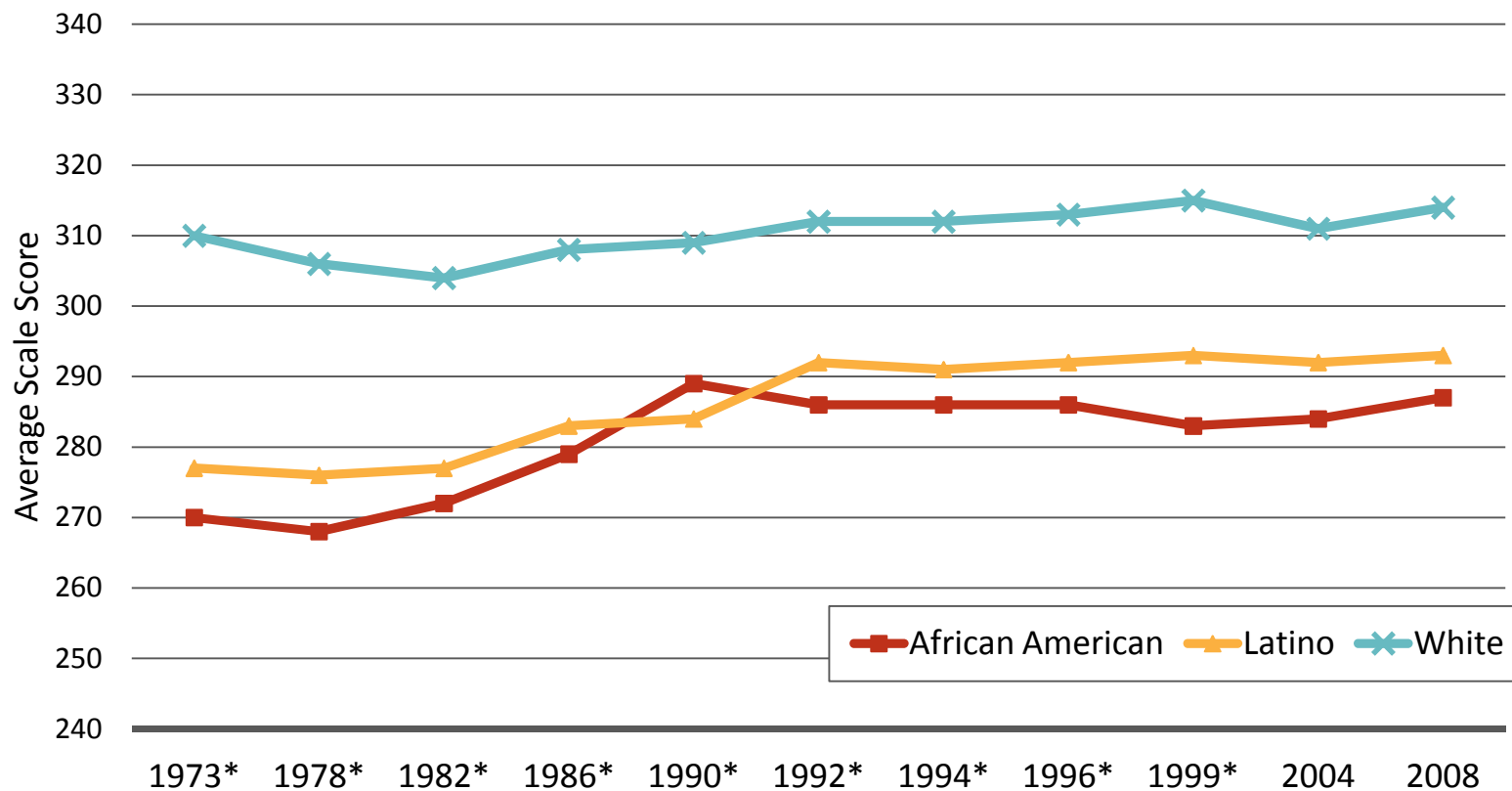


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES


12 Grade Math: Results Mostly Flat Gaps Same or Widening

17 Year Olds – NAEP Math



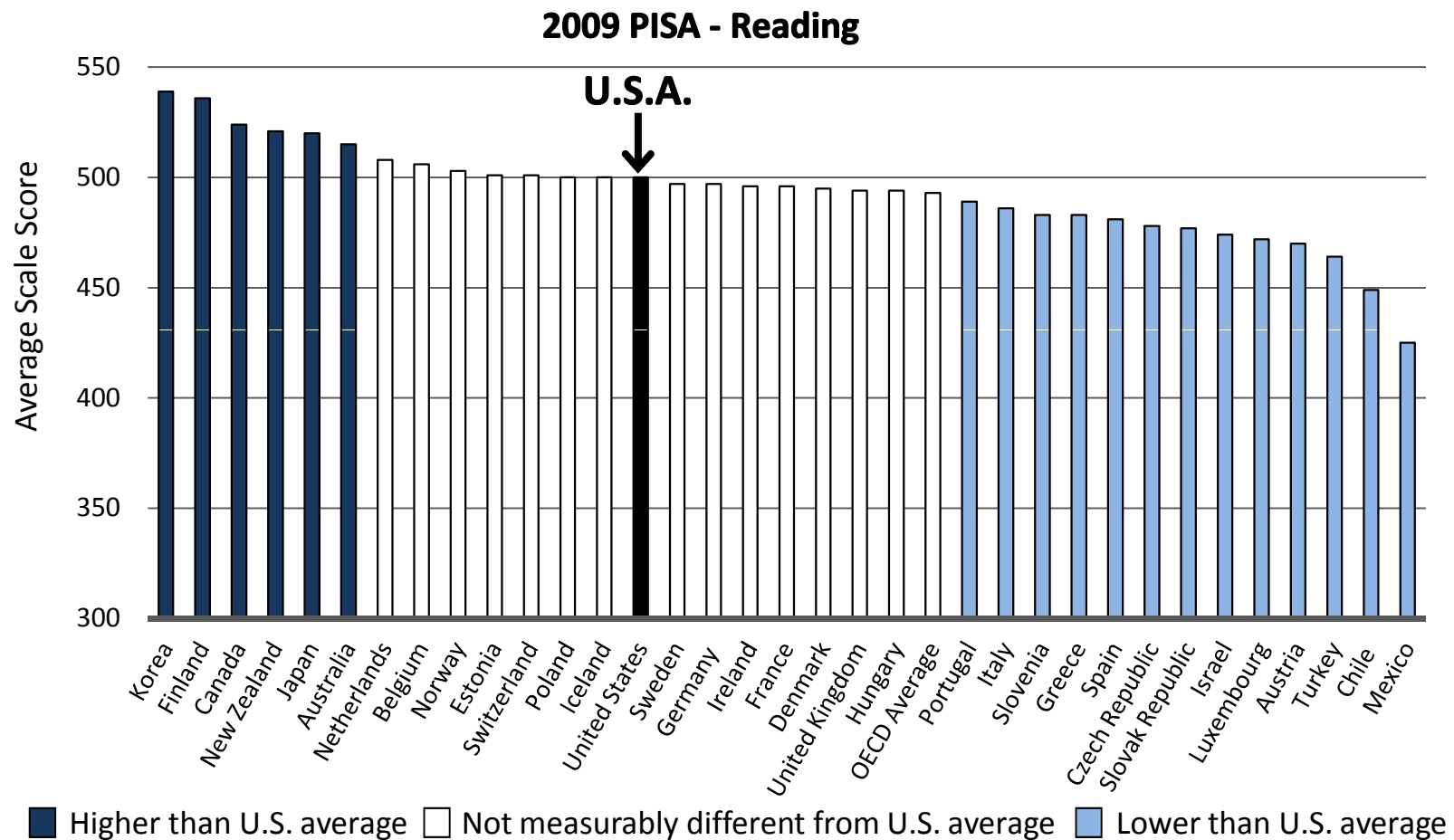
*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES



And no matter how you cut the data, our students aren't doing well compared to their peers in other countries.

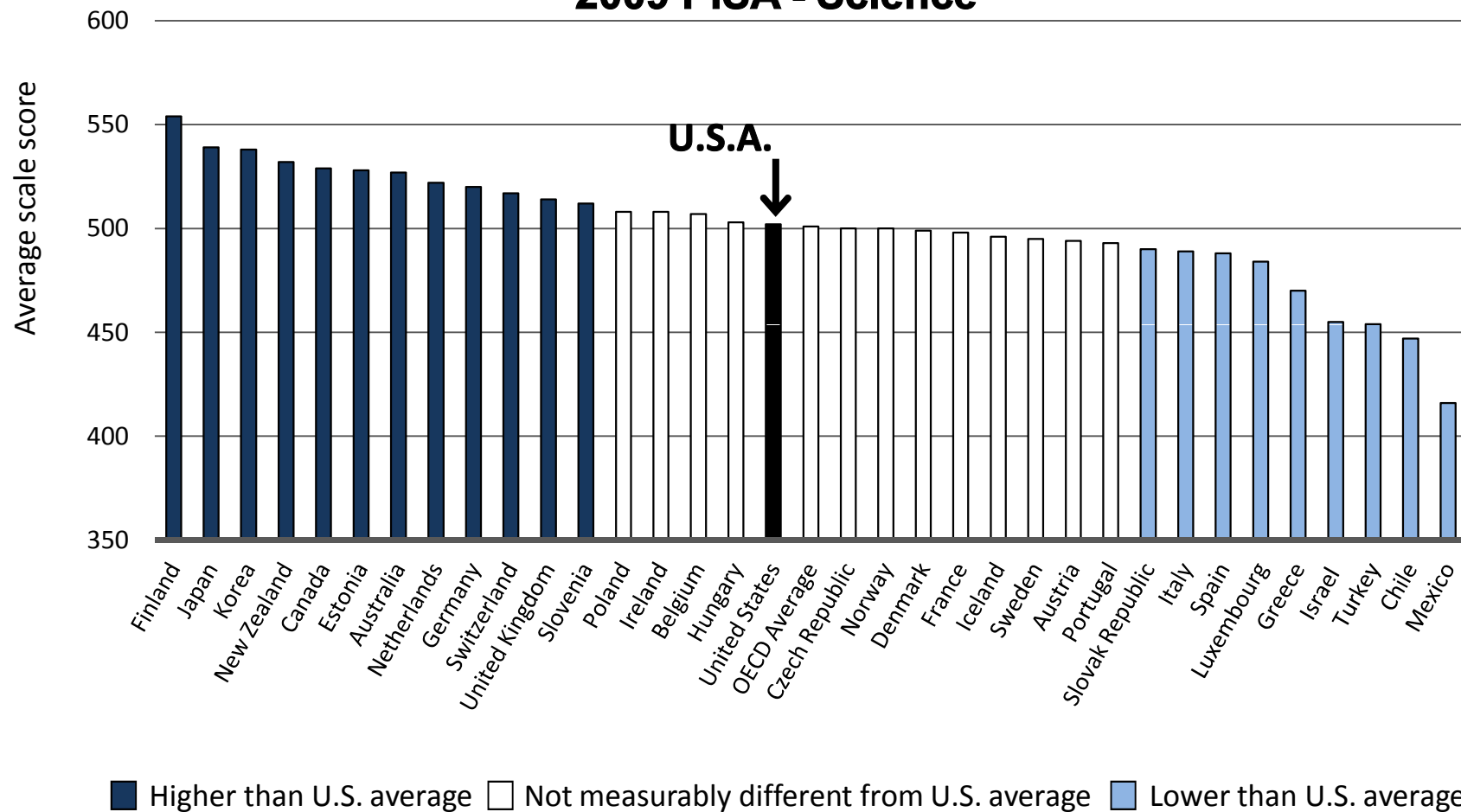
Of 34 OECD Countries, U.S.A. Ranks 12th in Reading Literacy



Source: "Highlights from PISA 2009," NCES, 2010

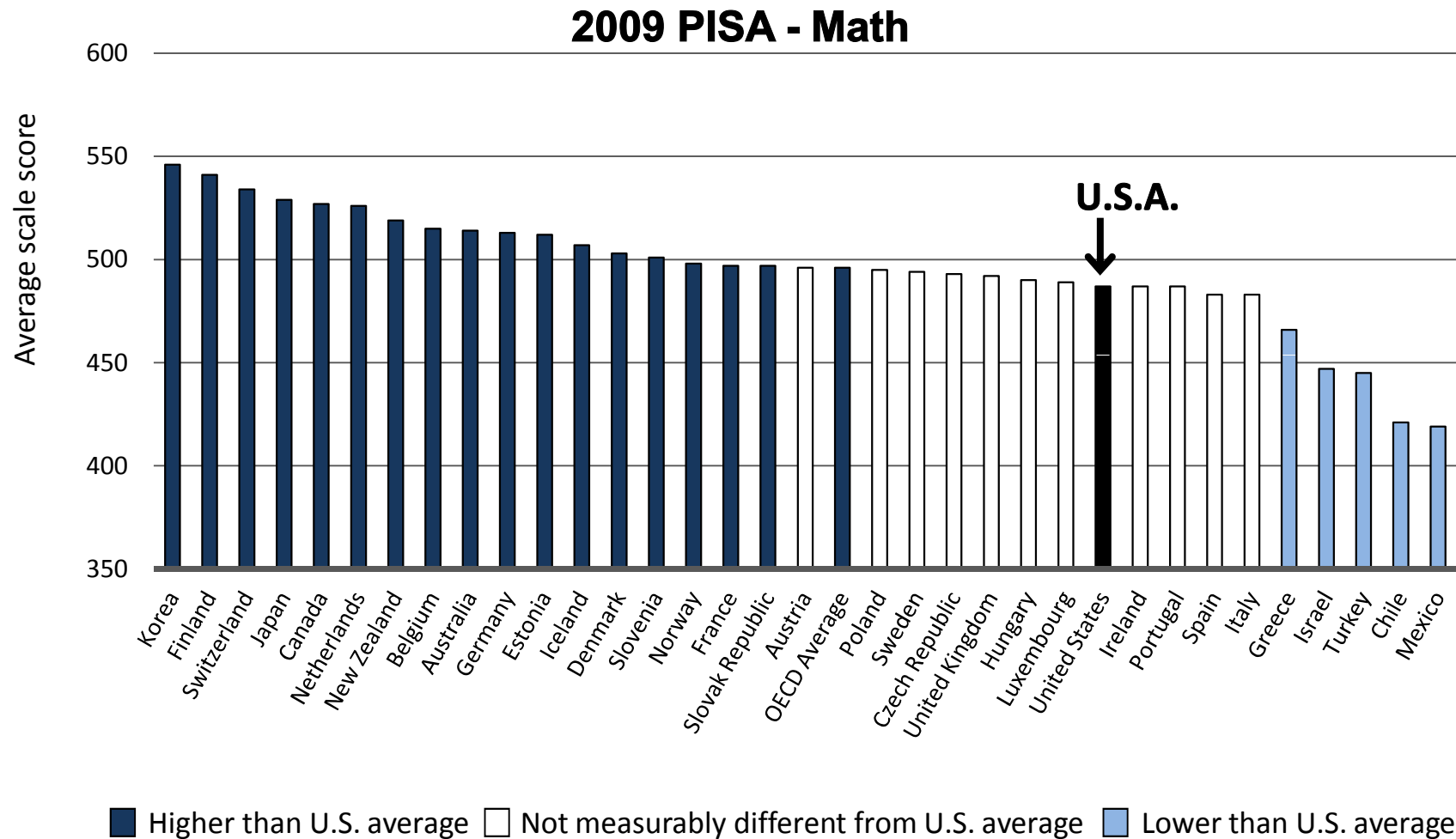
Of 34 OECD Countries, U.S.A. Ranks 17th in Science

2009 PISA - Science



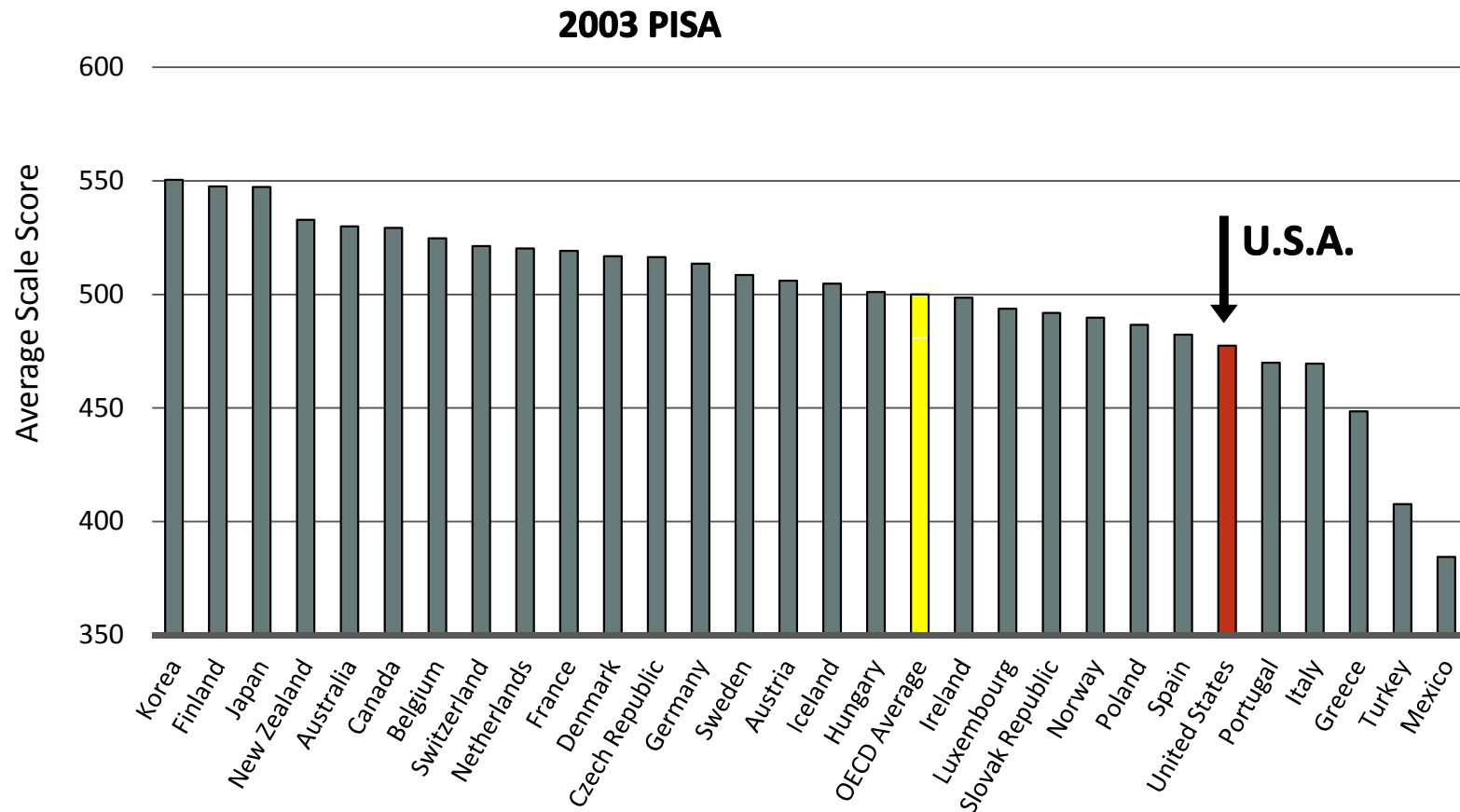
Source: "Highlights from PISA 2009," NCES, 2010

Of 34 OECD Countries, U.S.A. Ranks 25th in Math



Source: "Highlights from PISA 2009," NCES, 2010

U.S.A. Ranks 24th Out of 29 OECD Countries in Problem-Solving



Source: PISA 2003 Results, OECD



Only place we rank high?

Inequality.

PISA 2003: Gaps in Performance Of U.S.15 Year-Olds Are Among the Largest of OECD Countries

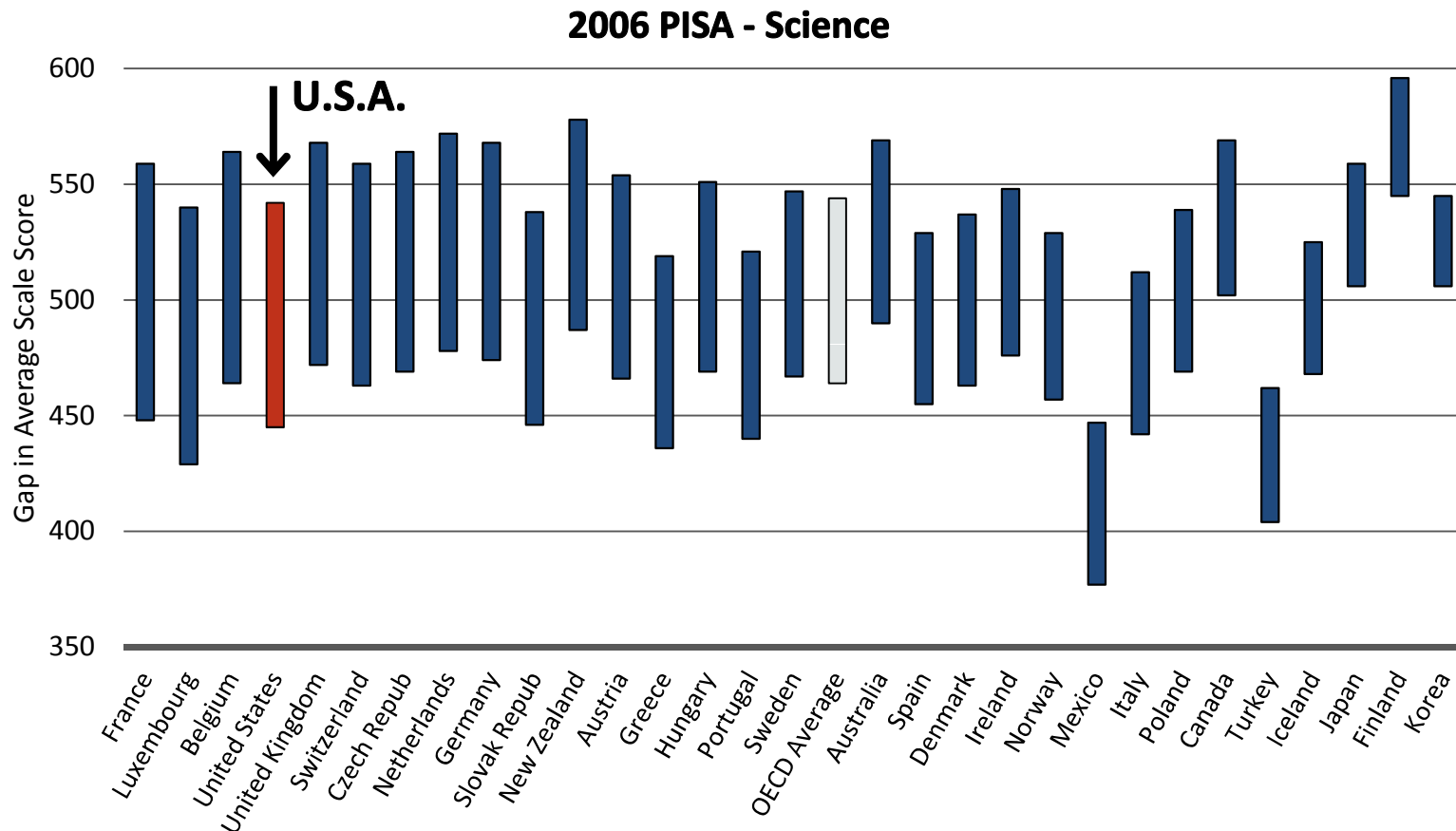
	Rank in Performance Gaps Between Highest and Lowest Achieving Students *
Mathematical Literacy	8 th
Problem Solving	6 th

***Of 29 OECD countries, based on scores of students at the 5th and 95th percentiles.**

Source: Organization for Economic Cooperation and Development (OECD), PISA 2003 Results, data available at <http://www.oecd.org/>

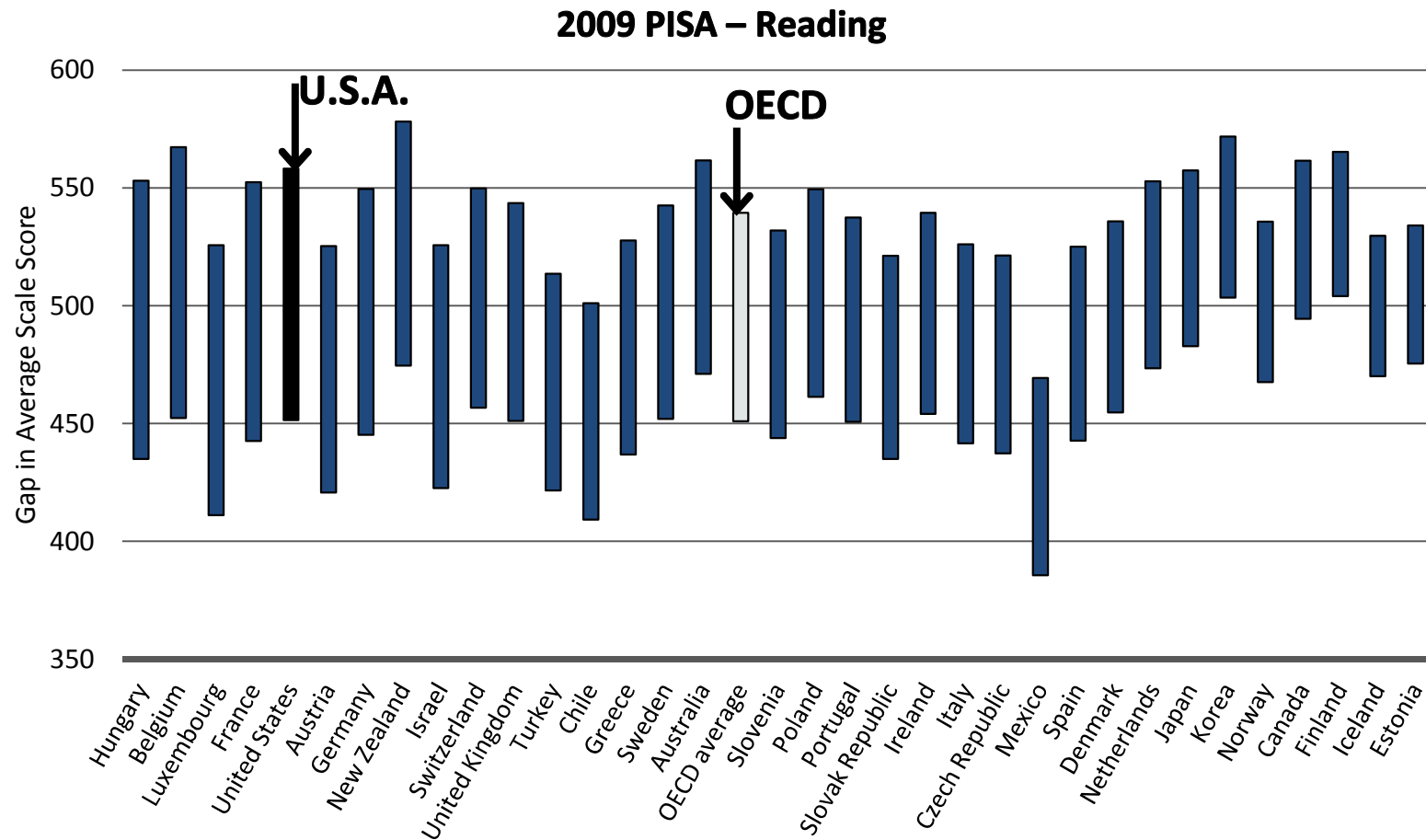
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Among OECD Countries, U.S.A. has the 4th Largest Gap Between High-SES and Low-SES Students



Source: PISA 2006 Results, OECD, table 4.8b

Among OECD Countries, U.S.A. has the 5th Largest Gap Between High-SES and Low-SES Students



Source: PISA 2009 Results, OECD, Table II.3.1




These gaps begin before children
arrive at the schoolhouse door.

But, rather than organizing our educational
system to ameliorate this problem, we
organize it to exacerbate the problem.



How?

By giving students who arrive with
less, less in school, too.




Some of these “lessees” are a result of choices that policymakers make.

National Inequities in State and Local Revenue Per Student

	Gap
High Poverty vs. Low Poverty Districts	-\$773 per student
High Minority vs. Low Minority Districts	-\$1,122 per student

Source: Education Trust analyses based on U.S. Department of Education and U.S. Census Bureau data for the 2005-06 school year.

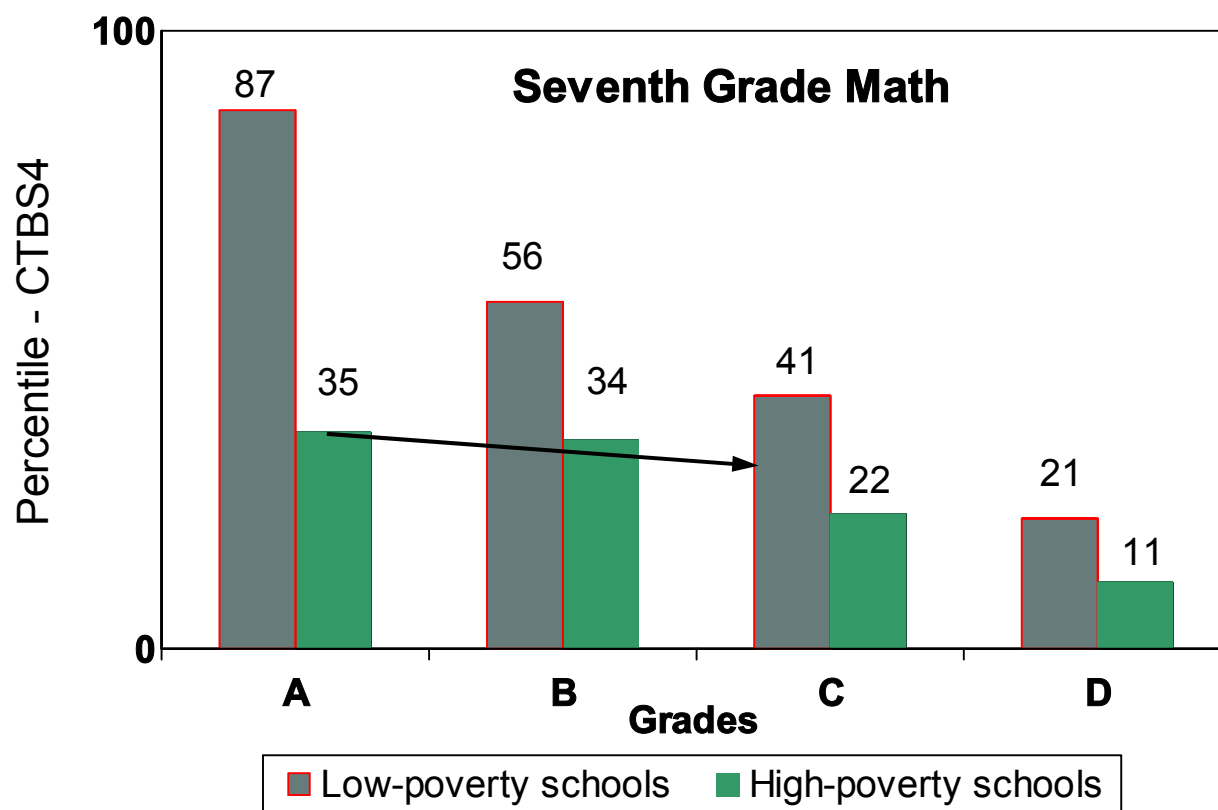


In truth, though, some of the most devastating “lesses” are a function of choices that we educators make.


Choices we make about what to
expect of whom...



Students in Poor Schools Receive 'A's for Work That Would Earn 'Cs' in Affluent Schools

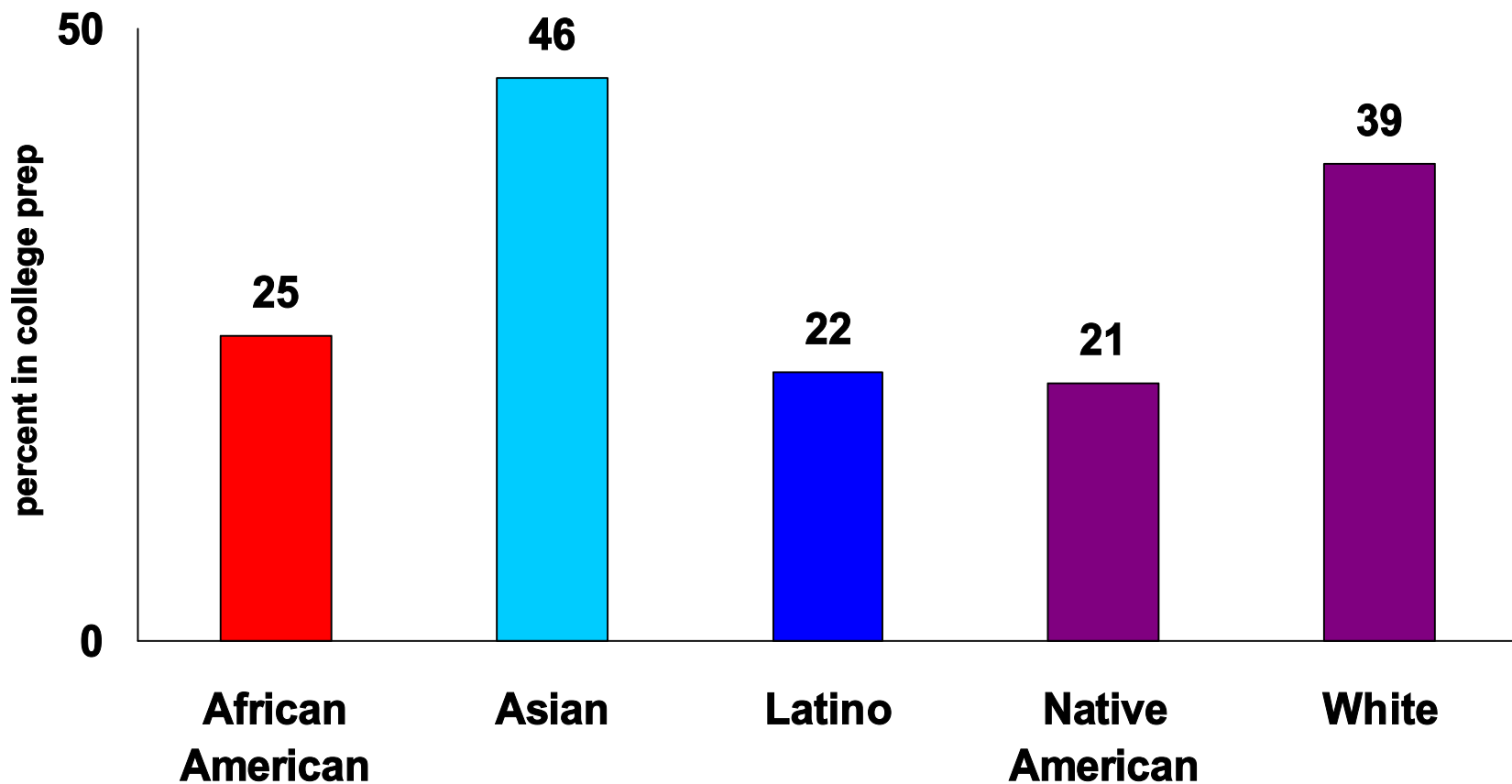


Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.




Choices we make about what to
teach whom...

African American, Latino & Native American high school graduates are less likely to have been enrolled in a full college prep track



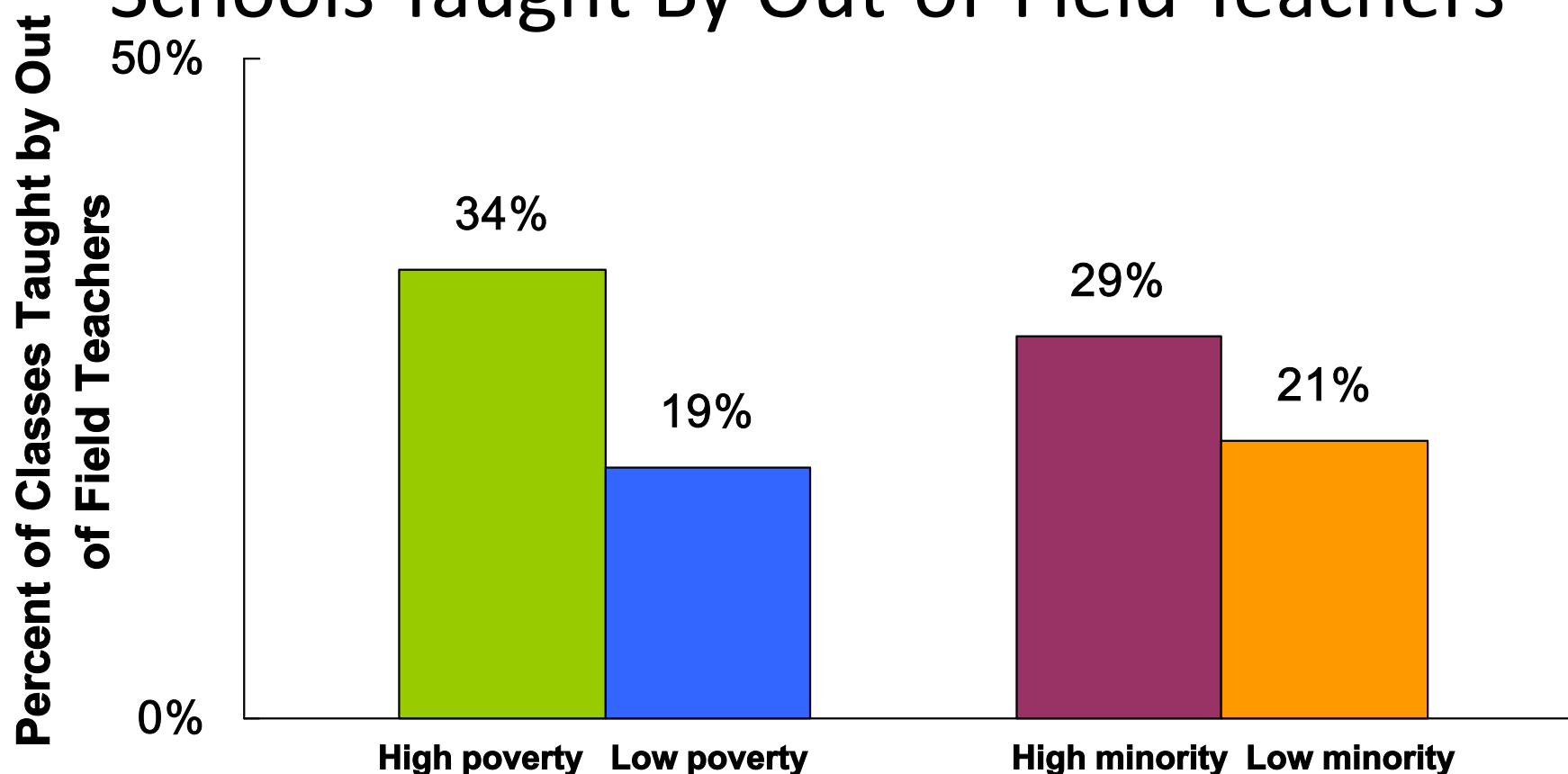
Full College Prep track is defined as at least: 4 years of English, 3 years of math, 2 years of natural science, 2 years of social science and 2 years of foreign language

Source: Jay P. Greene, Public High School Graduation and College Readiness Rates in the United States, Manhattan Institute, September 2003. Table 8. 2001 high school graduates with college-prep curriculum.



And choices we make about
who teaches whom...

More Classes in High-Poverty, High-Minority Schools Taught By Out-of-Field Teachers



Note: High Poverty school-50% or more of the students are eligible for free/reduced price lunch. Low-poverty school -15% or fewer of the students are eligible for free/reduced price lunch.

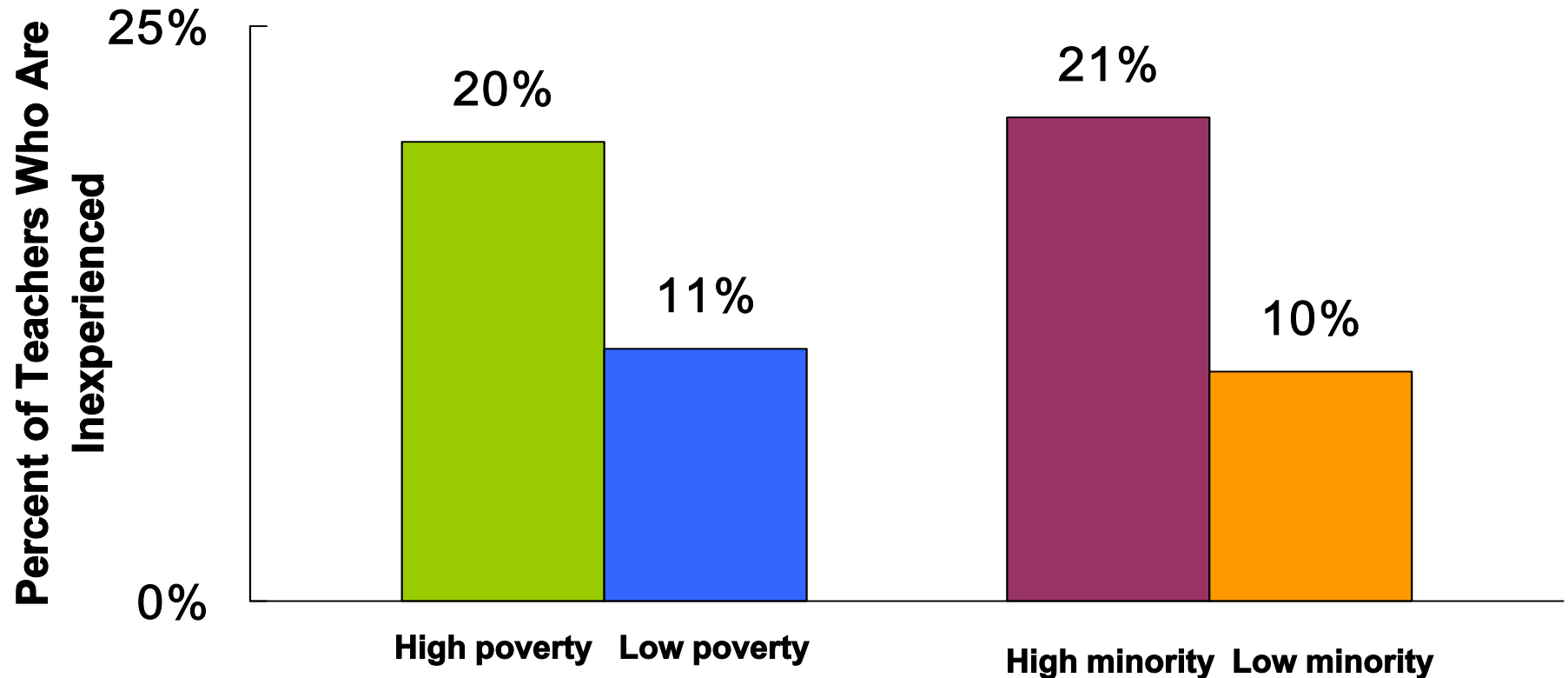
High-minority school - 50% or more of the students are nonwhite. Low-minority school- 15% or fewer of the students are nonwhite.

***Teachers lacking a college major or minor in the field. Data for secondary-level core academic classes.**

Source: Richard M. Ingersoll, University of Pennsylvania. Original analysis for the Ed Trust of 1999-2000 Schools and Staffing Survey.

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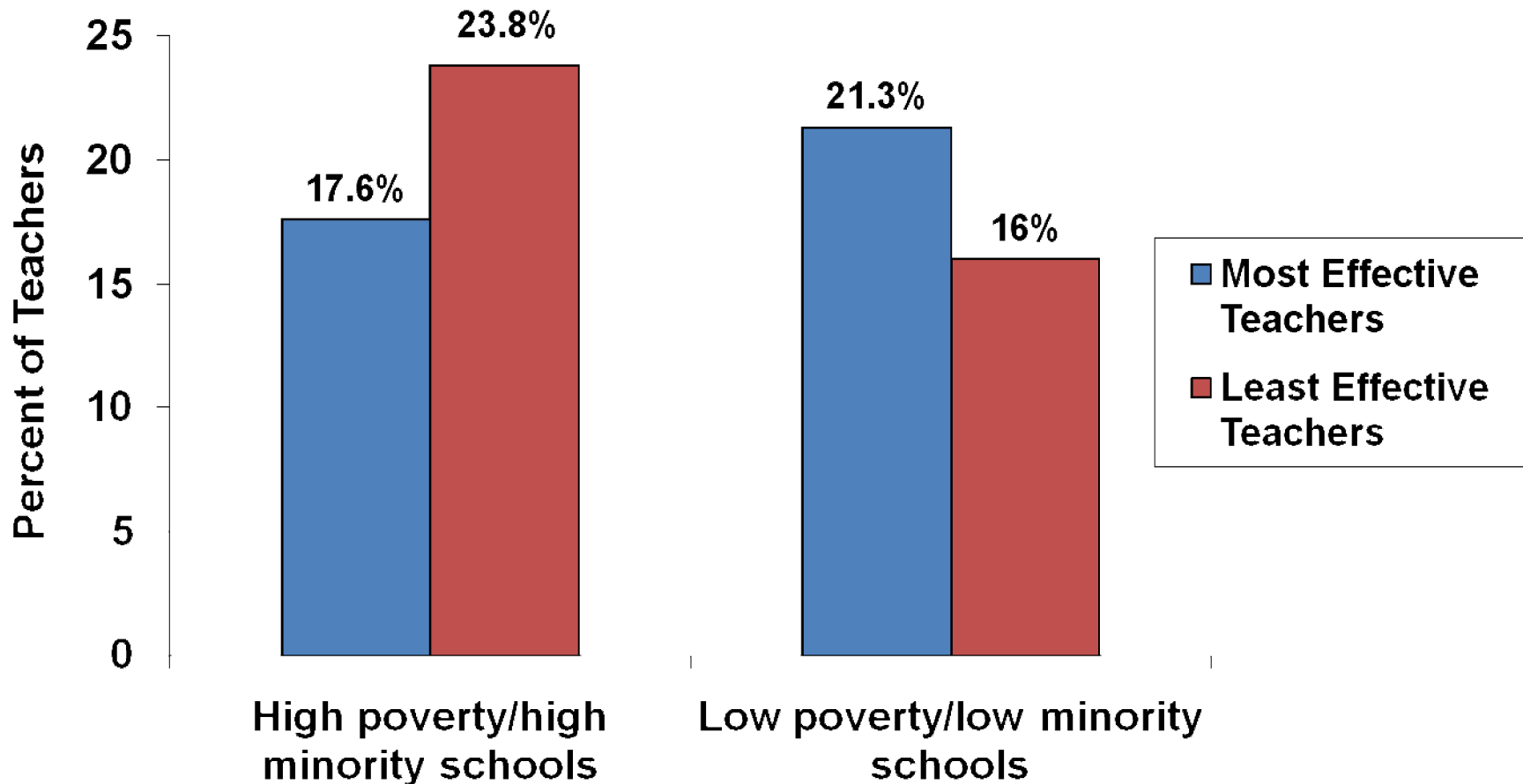
Poor and Minority Students Get More Inexperienced* Teachers



***Teachers with 3 or fewer years of experience.**

Note: High poverty refers to the top quartile of schools with students eligible for free/reduced price lunch. Low poverty-bottom quartile of schools with students eligible for free/reduced price lunch. High minority-top quartile; those schools with the highest concentrations of minority students. Low minority-bottom quartile of schools with the lowest concentrations of minority students

Tennessee: High poverty/high minority schools have fewer of the “most effective” teachers and more “least effective” teachers



Note: High Poverty/High minority means at least 75% qualify for FRPL and at least 75% are minority.

Source: Tennessee Department of Education 2007. "Tennessee's Most Effective Teachers: Are they assigned to the schools that need them most?" http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007_03.pdf

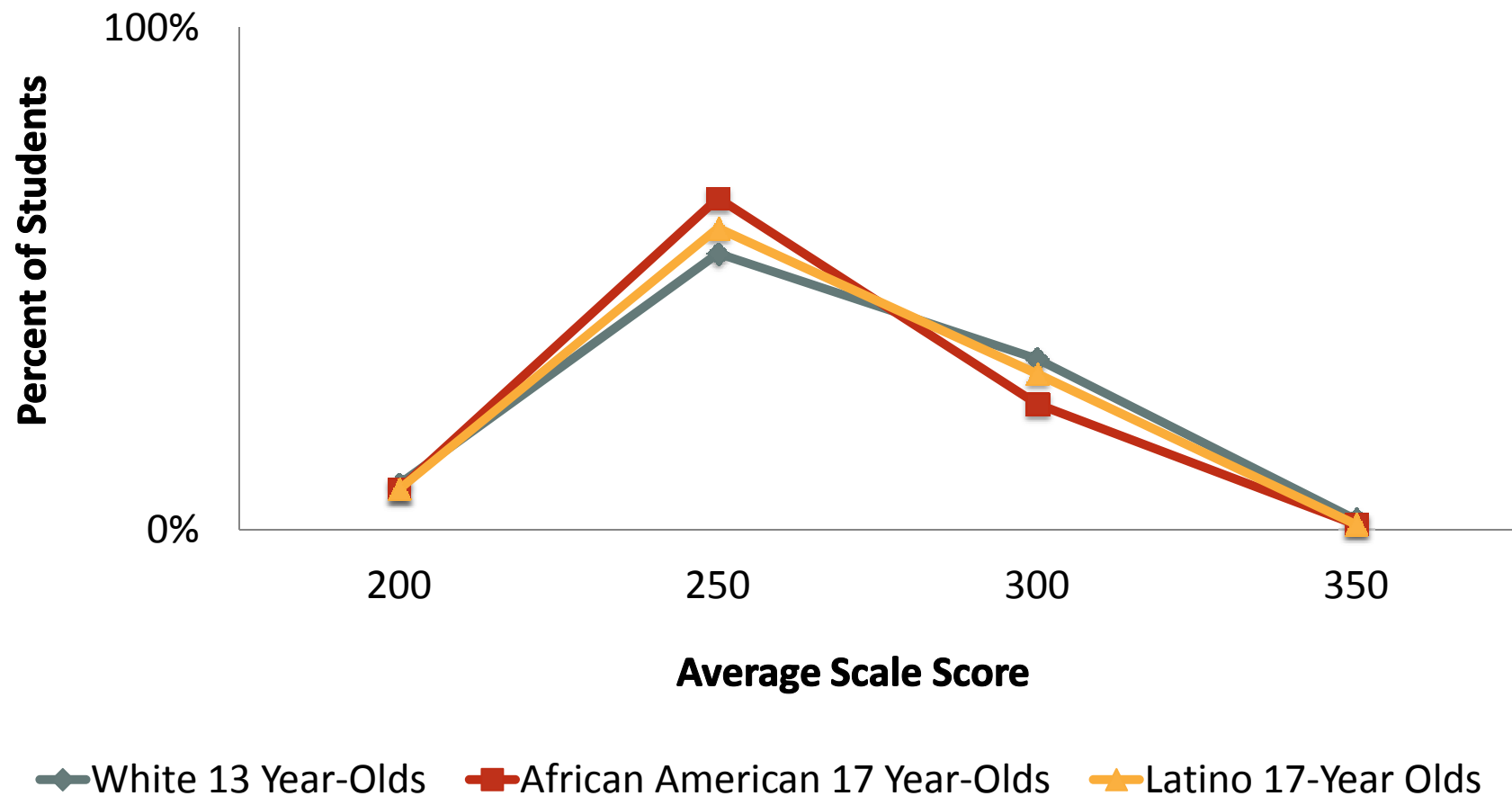
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Results are devastating.

Kids who come in a little behind,
leave a **lot** behind.

African American and Latino 17 Year-Olds Do Math at Same Levels As White 13 Year-Olds

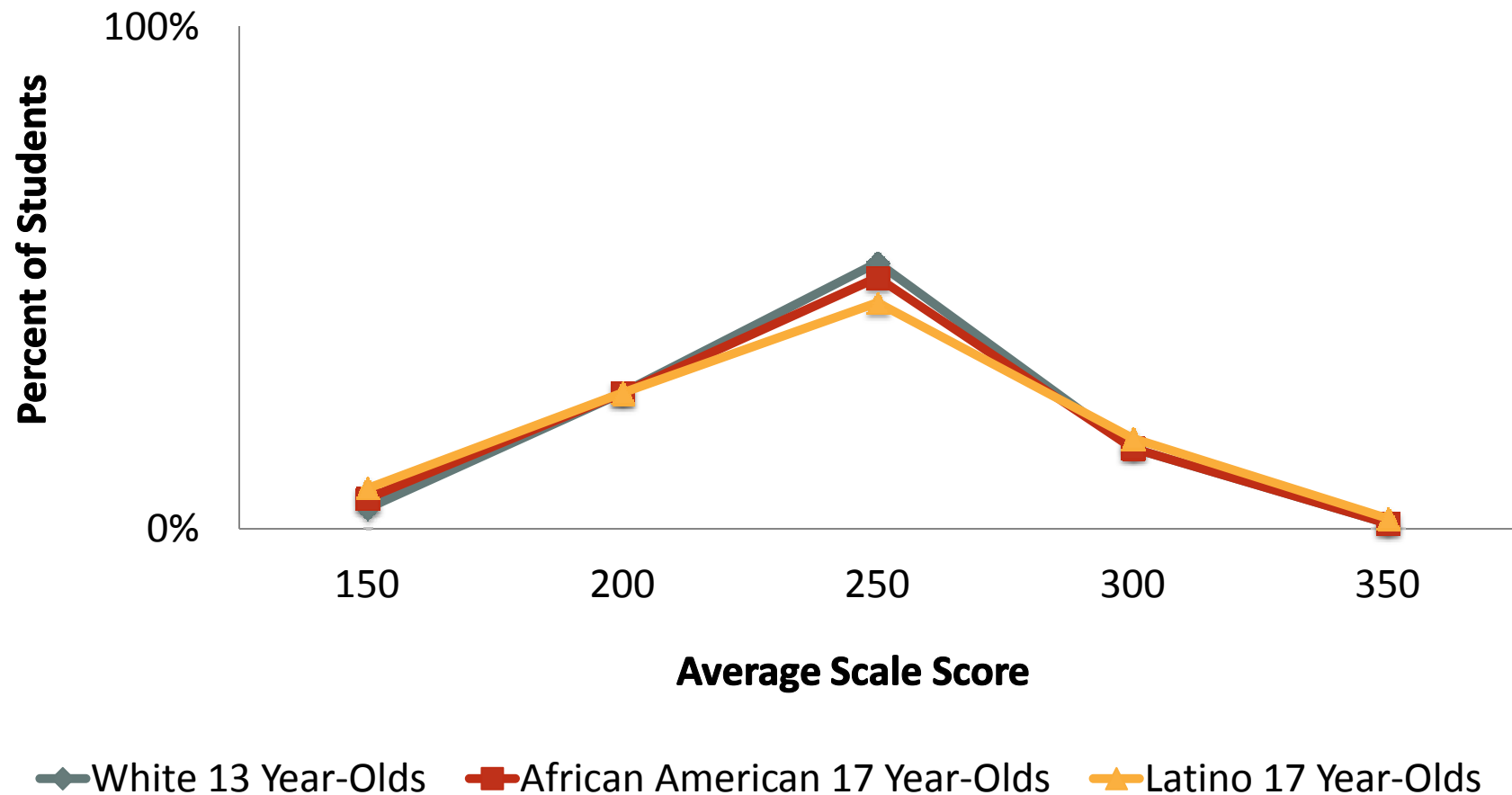


Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress

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African American and Latino 17 Year-Olds Read at Same Levels As White 13 Year-Olds



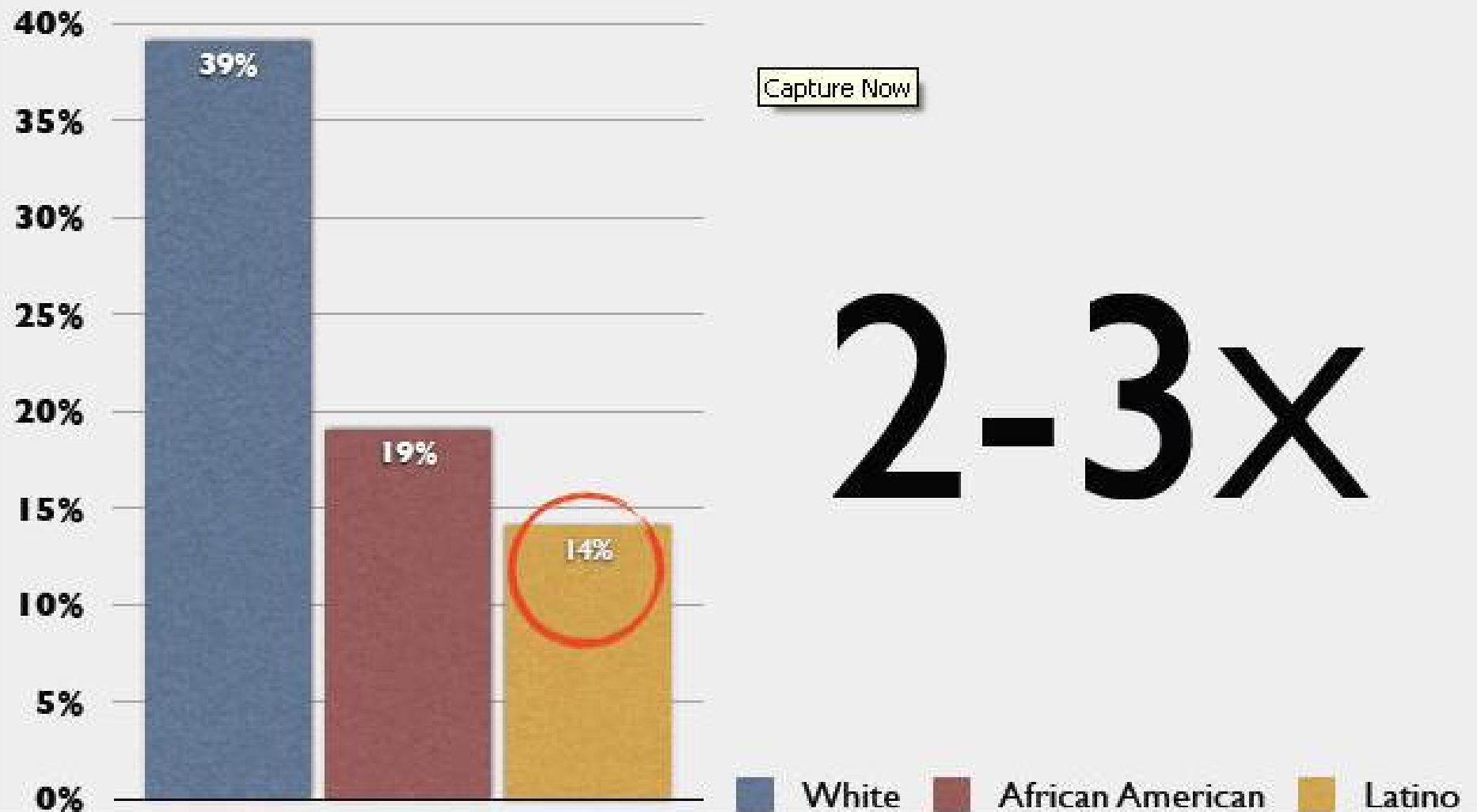
Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress

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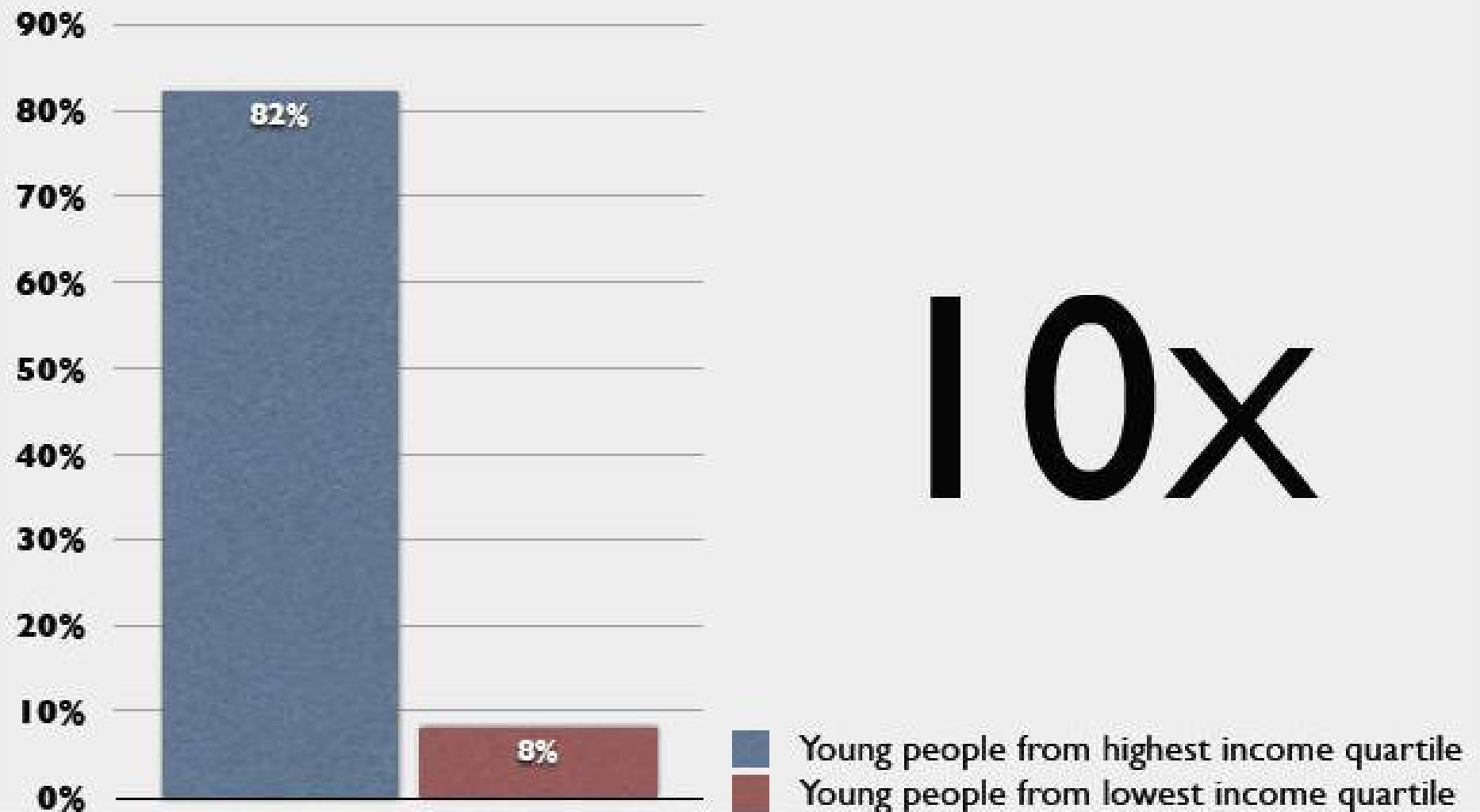


And these are the students who
remain in school through 12th grade.
Add those all up and throw in
college entry and graduation, and...



Source: NCES, Condition of Education (2010) and U. S. Census Bureau, Educational Attainment in the United States: 2010.

25-29 Year Olds with B.A. or Higher
2010



Source: Postsecondary Education Opportunity, "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2009."

B.A. Rate by Age 24

2009

What Can We Do?

An awful lot of Americans have decided that we can't do much.

What We Hear Many Adults Say:

- They're poor
- Their parents don't care
- They come to schools without breakfast
- Not enough books
- Not enough parents

But if they are right, why are low-income students and students of color performing so much higher in some schools...

Frankford Elementary School



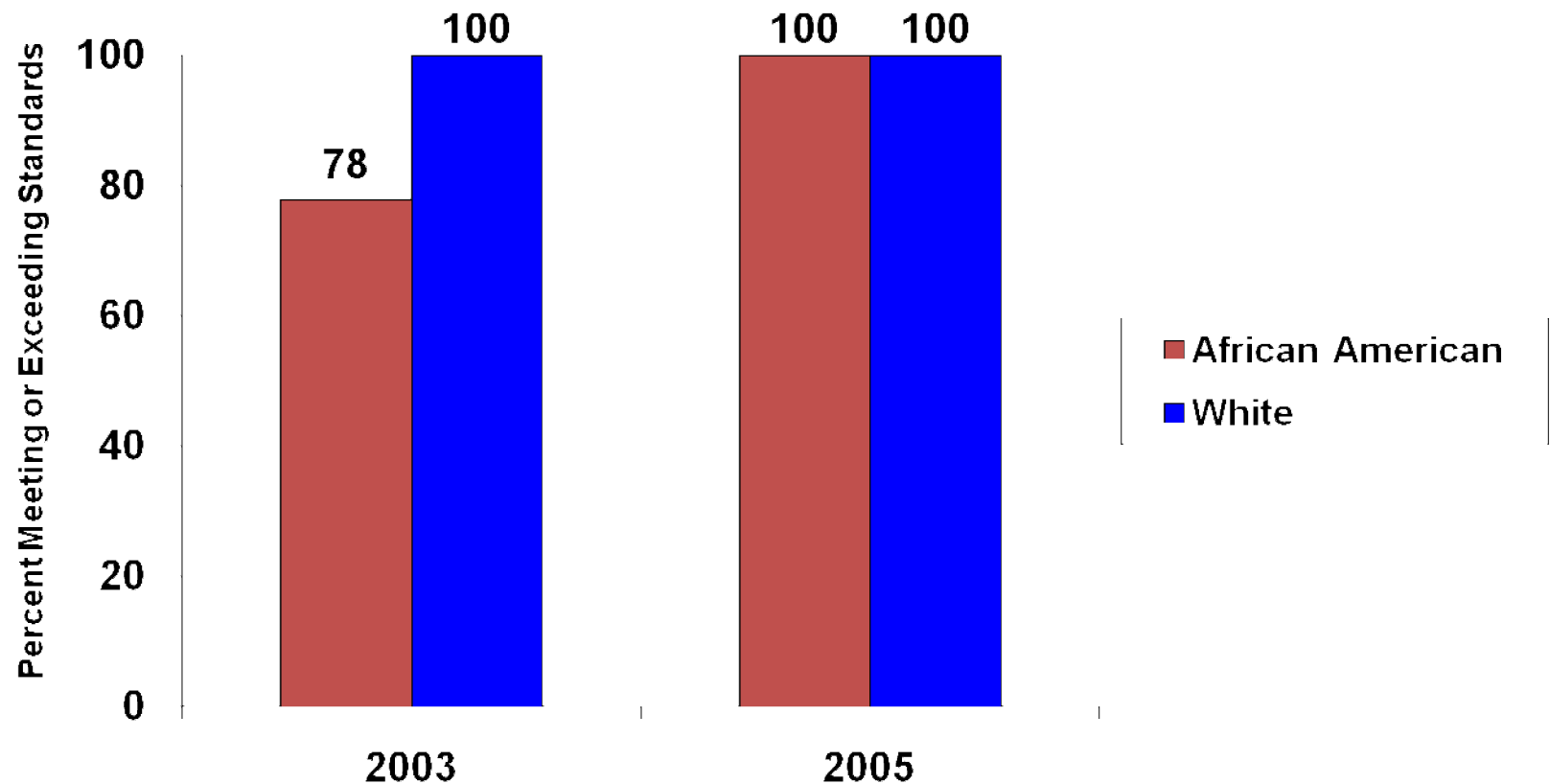
Frankford Elementary

Frankford, Delaware

- 449 Students in Grades PreK-5
- 29% African American
- 34% Latino
- 34% White
- 76% Low-Income

Frankford Elementary

Closing Gaps, Grade 5 Reading

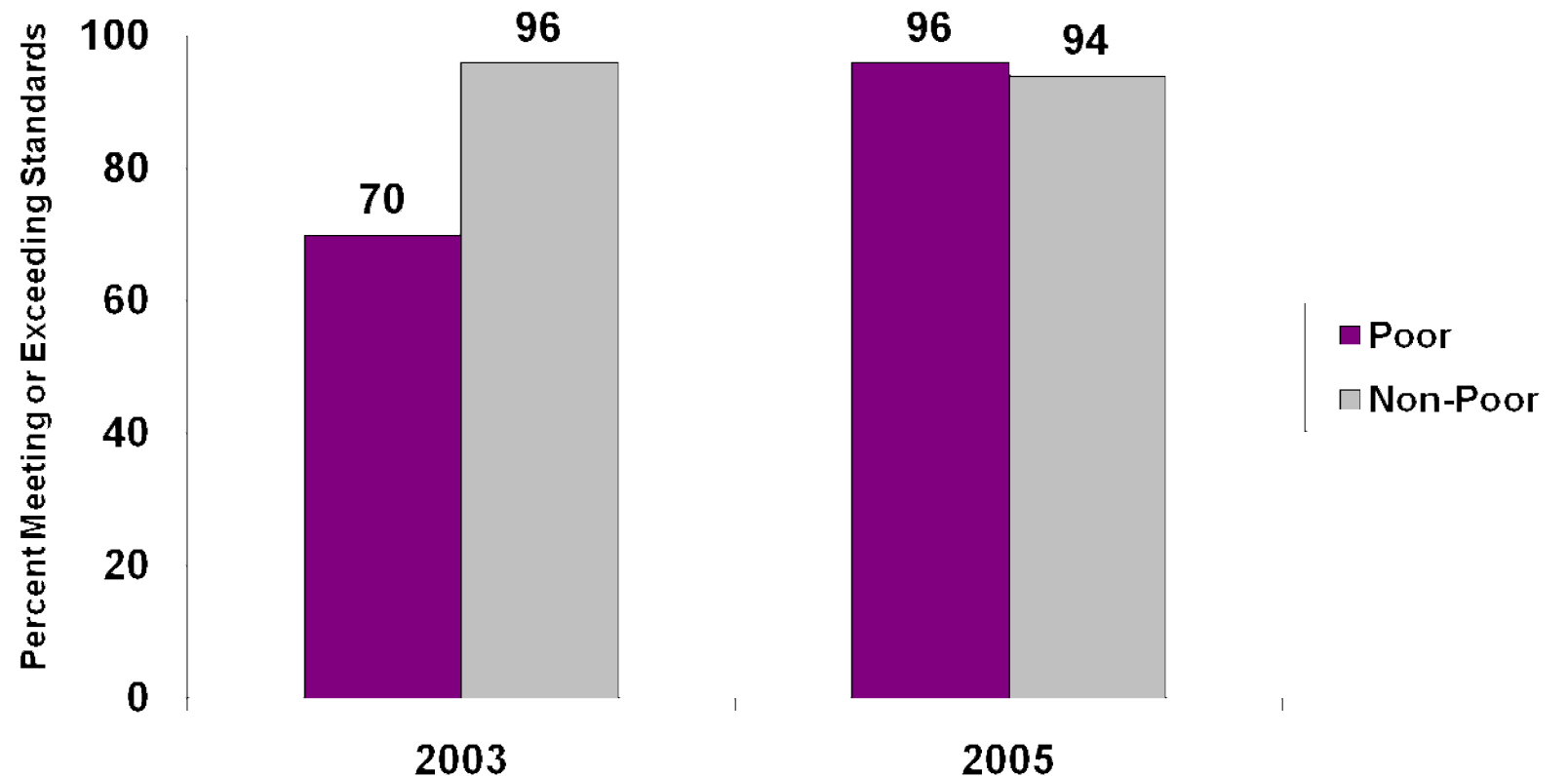


Source: Delaware Department of Education, DSTP Online Reports,
<http://dstp.doe.k12.de.us/DSTPmart/default.asp>

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Frankford Elementary

Closing Gaps, Grade 5 Math

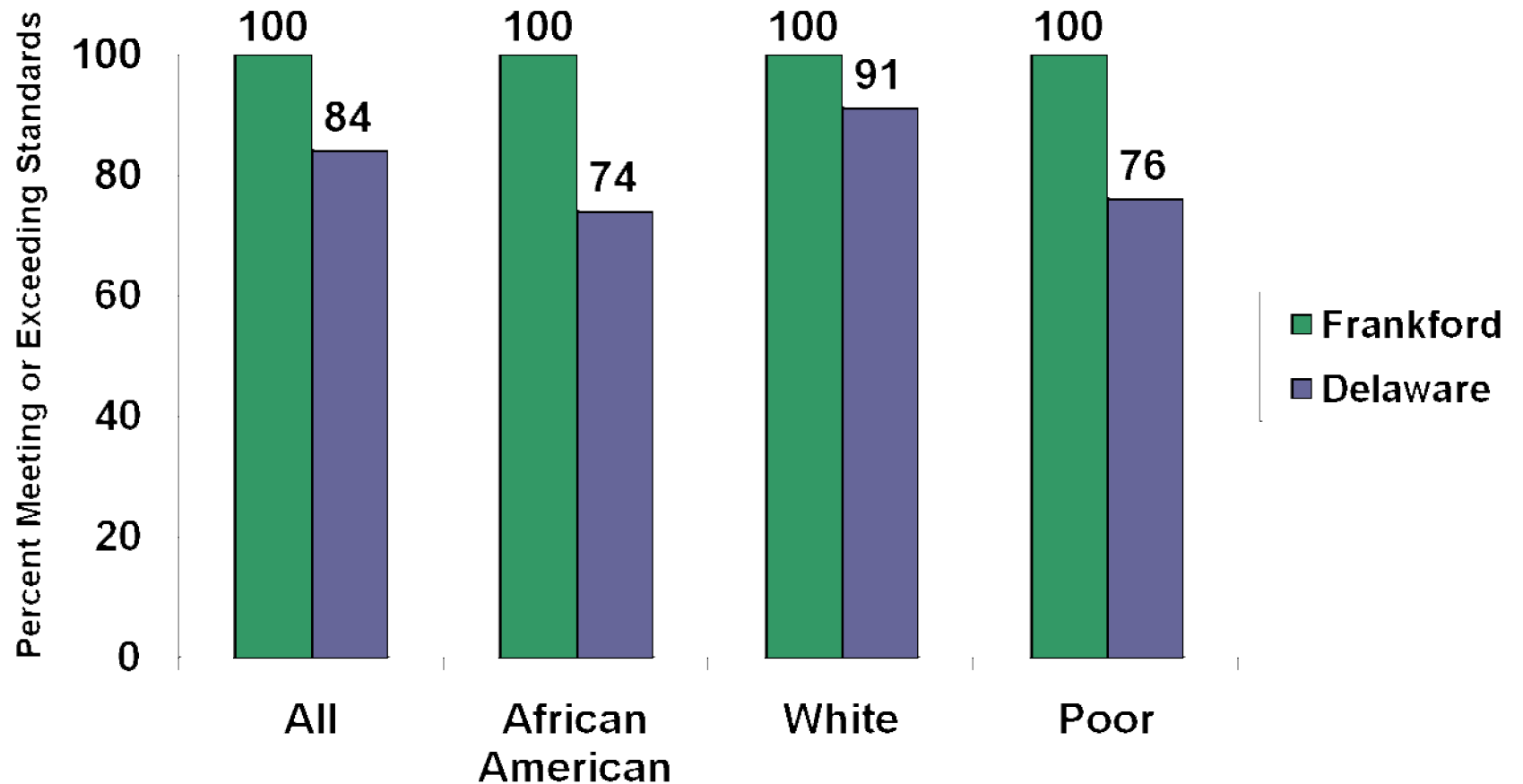


Source: Delaware Department of Education, DSTP Online Reports,
<http://dstp.doe.k12.de.us/DSTPmart/default.asp>

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Frankford Elementary

Higher Proficiency Rates than the State, 2005 Grade 3 Reading

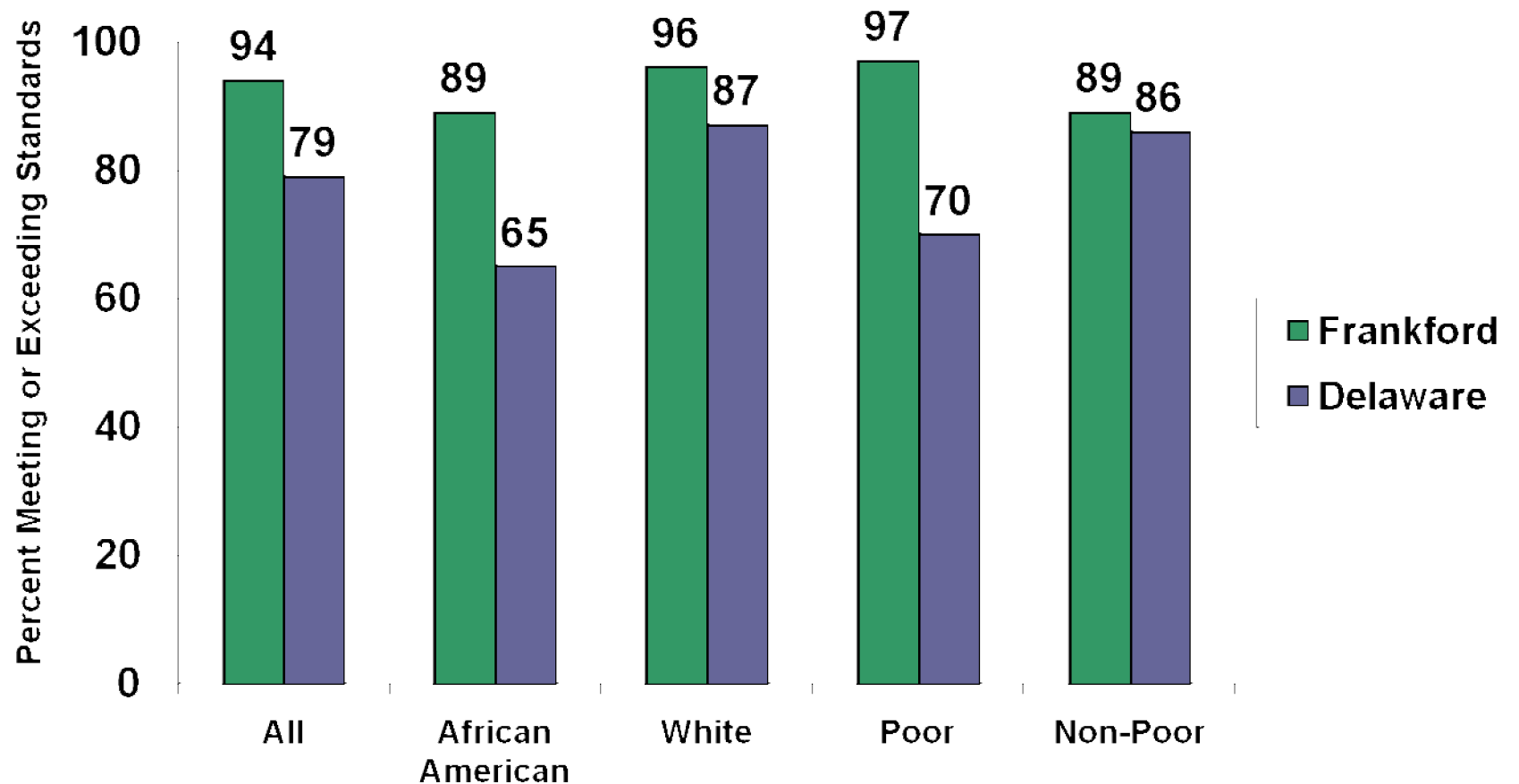


Source: Delaware Department of Education, DSTP Online Reports,
<http://dstp.doe.k12.de.us/DSTPmart/default.asp>

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Frankford Elementary

Higher Proficiency Rates than the State, 2005 Grade 3 Math




Source: Delaware Department of Education, DSTP Online Reports,
<http://dstp.doe.k12.de.us/DSTPmart/default.asp>

George Hall Elementary School

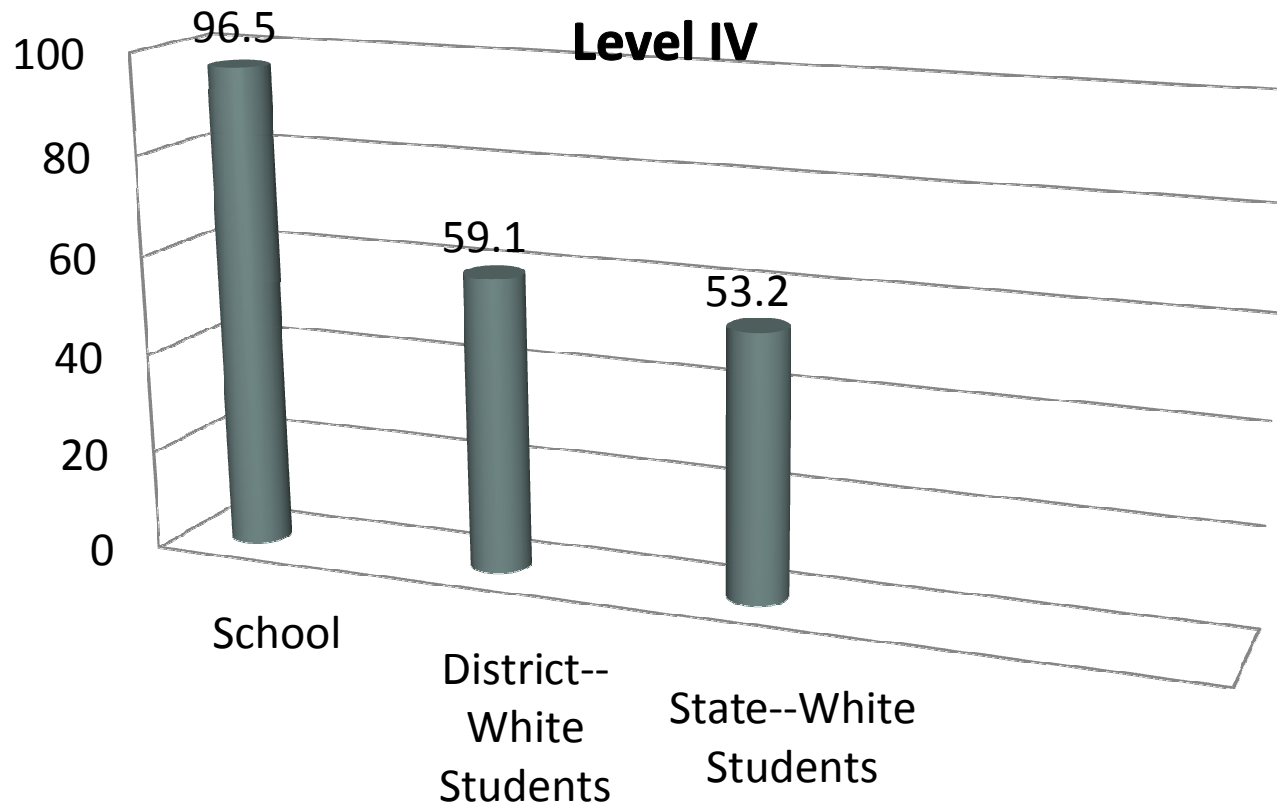
Mobile, AL

- 530 Students
- 100% African American
- 99% Low-Income



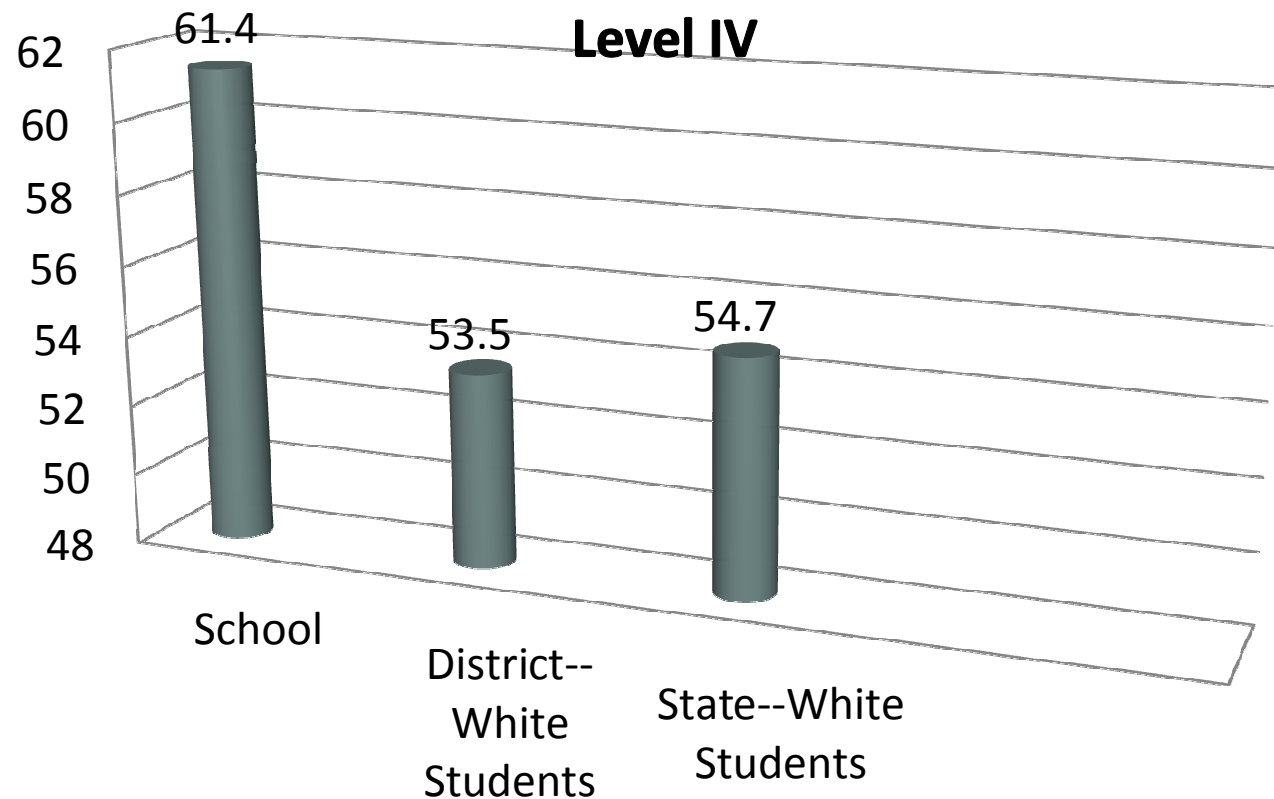
Four years ago, school was lowest performing in the district and among the bottom few in the state. District reconstituted—and restaffed.

George Hall Elementary, Grade 5 Math 2008



Source: Public Affairs Research Council of Alabama, "Does the System succeed with All Kinds of Kids."

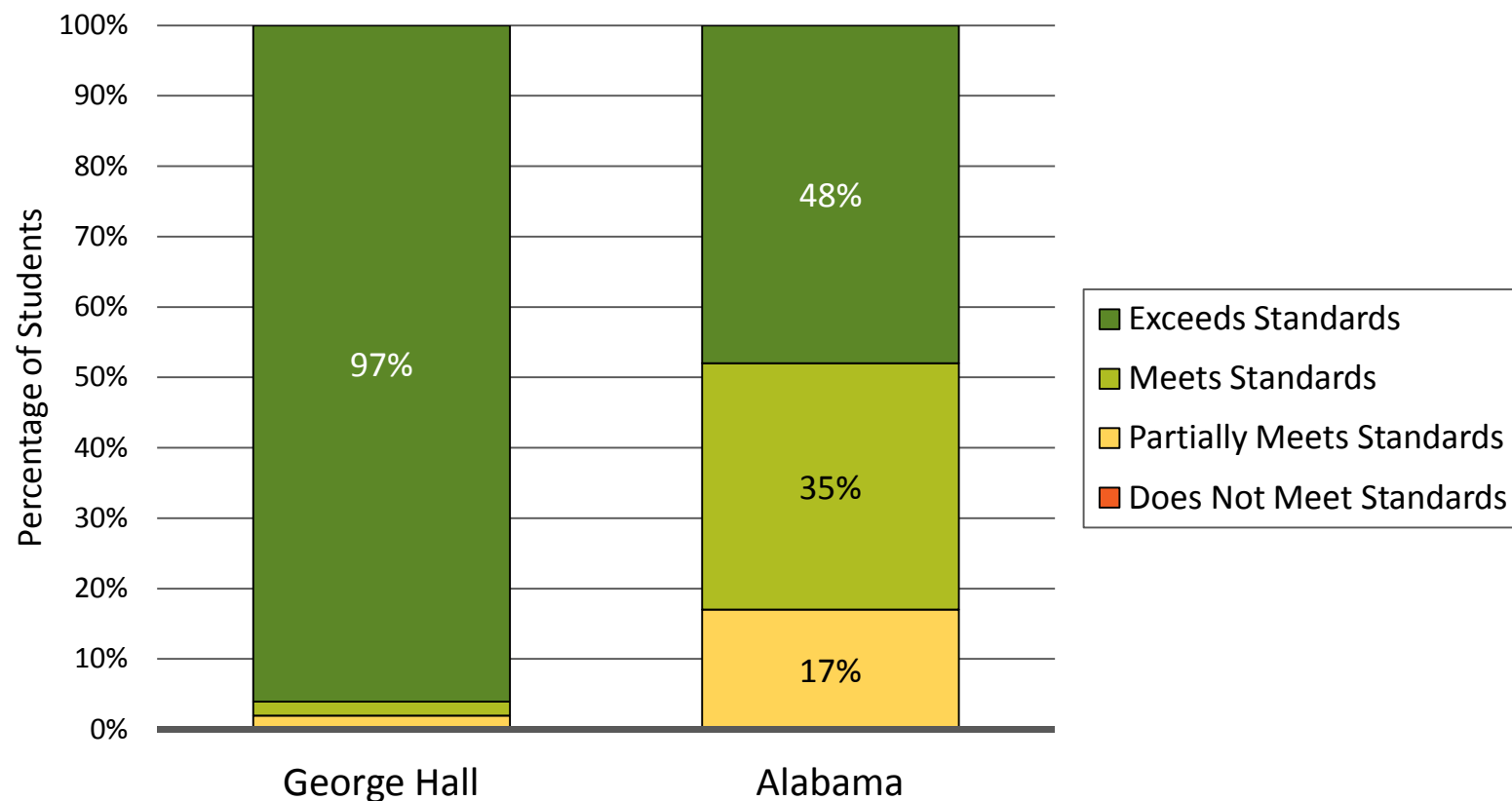
George Hall Elementary, Grade 5 Reading 2008



Source: Public Affairs Research Council of Alabama, "Does the System Succeed with All Kinds of Kids."

Exceeding Standards at George Hall

African-American Students – Grade 5 Math (2011)



Source: Alabama Department of Education

Halle Hewetson Elementary School

Las Vegas, NV

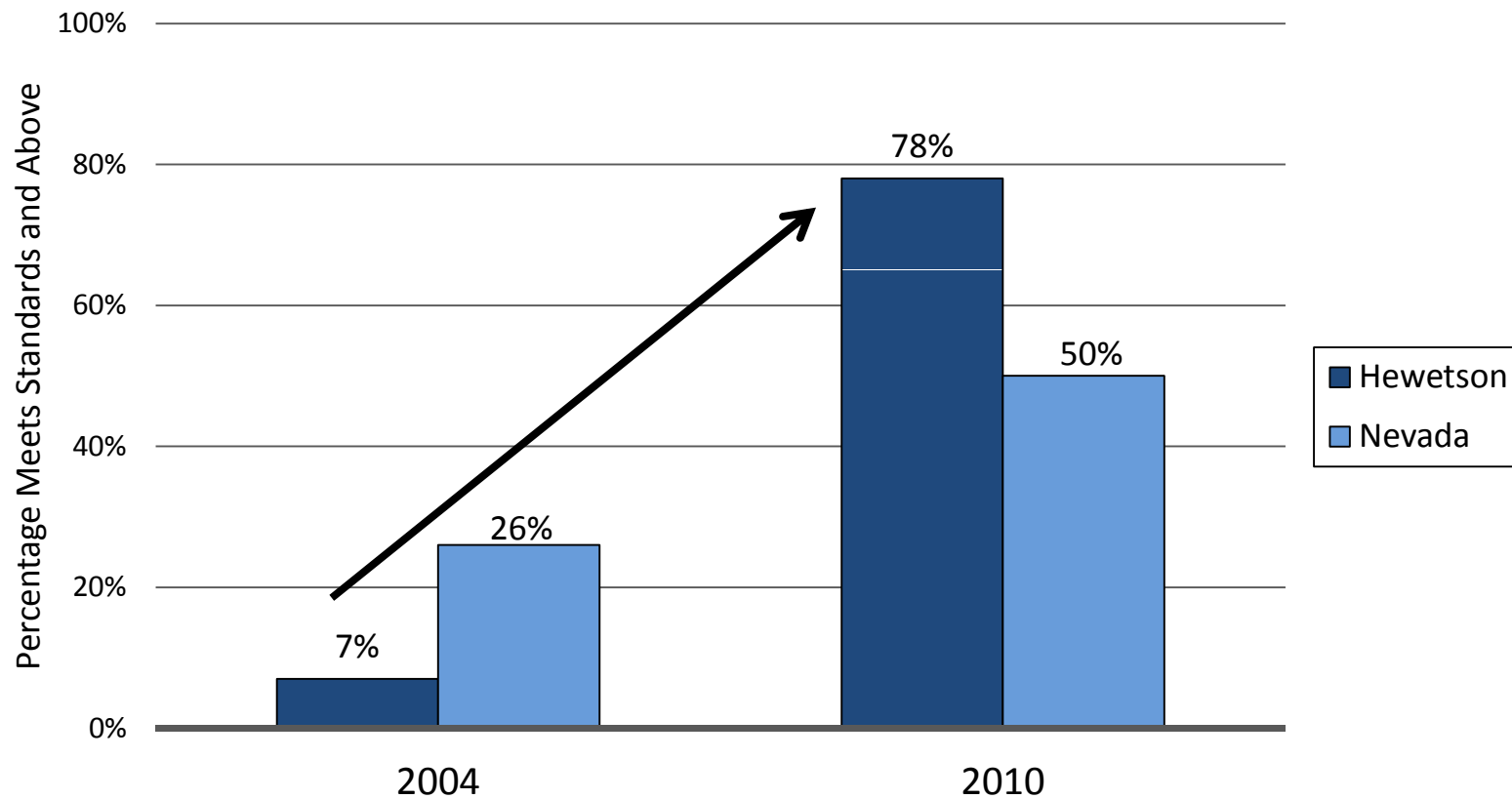
- 962 students in grades PK – 5
 - 85% Latino
 - 7% African American
- 100% Low Income
- 71% Limited English Proficient



Note: Data are for 2010-2011 school year
Source: Nevada Department of Education

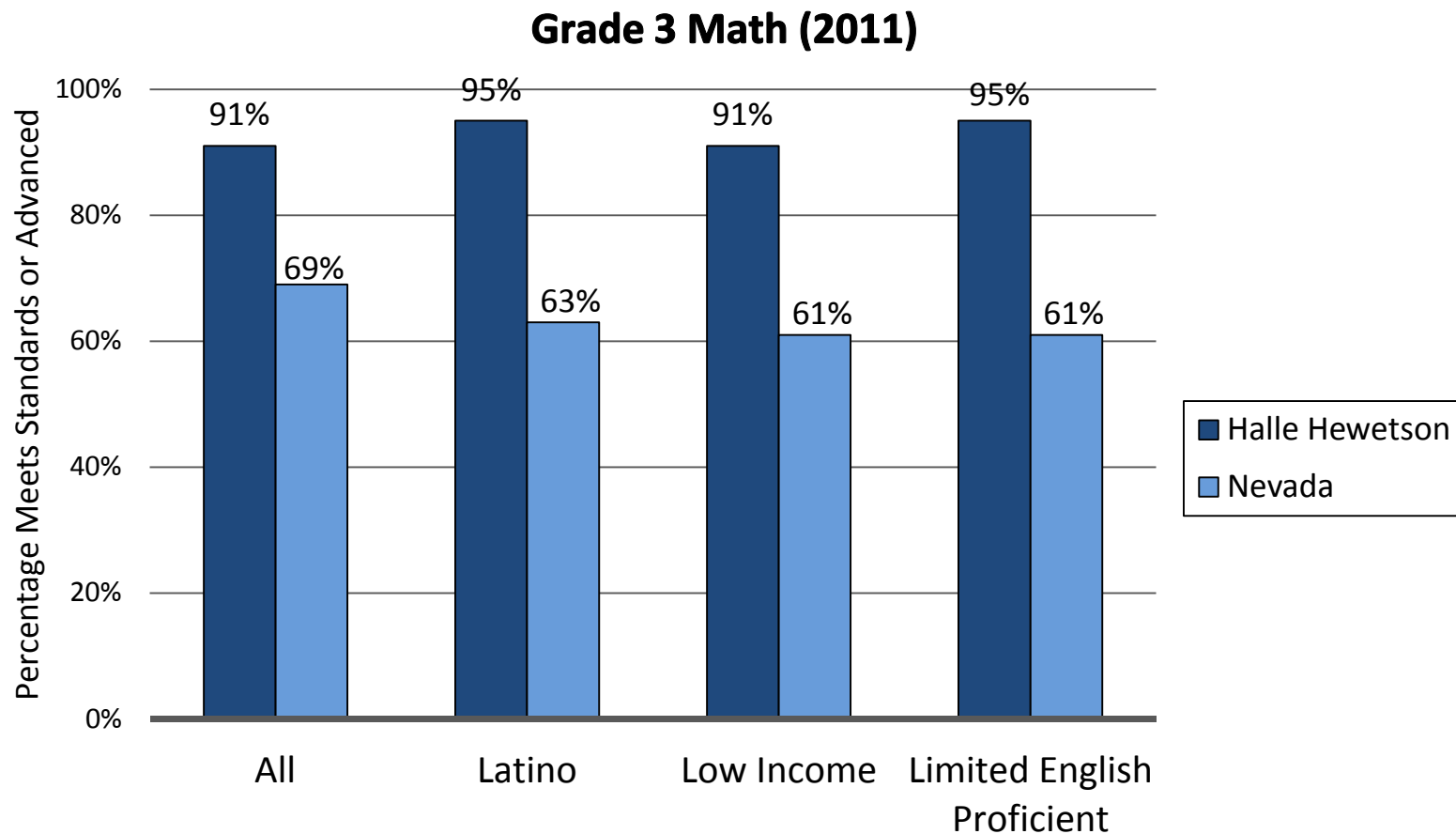
Big Improvement at Halle Hewetson Elementary

Latino Students – Grade 3 Reading



Source: Nevada Department of Education

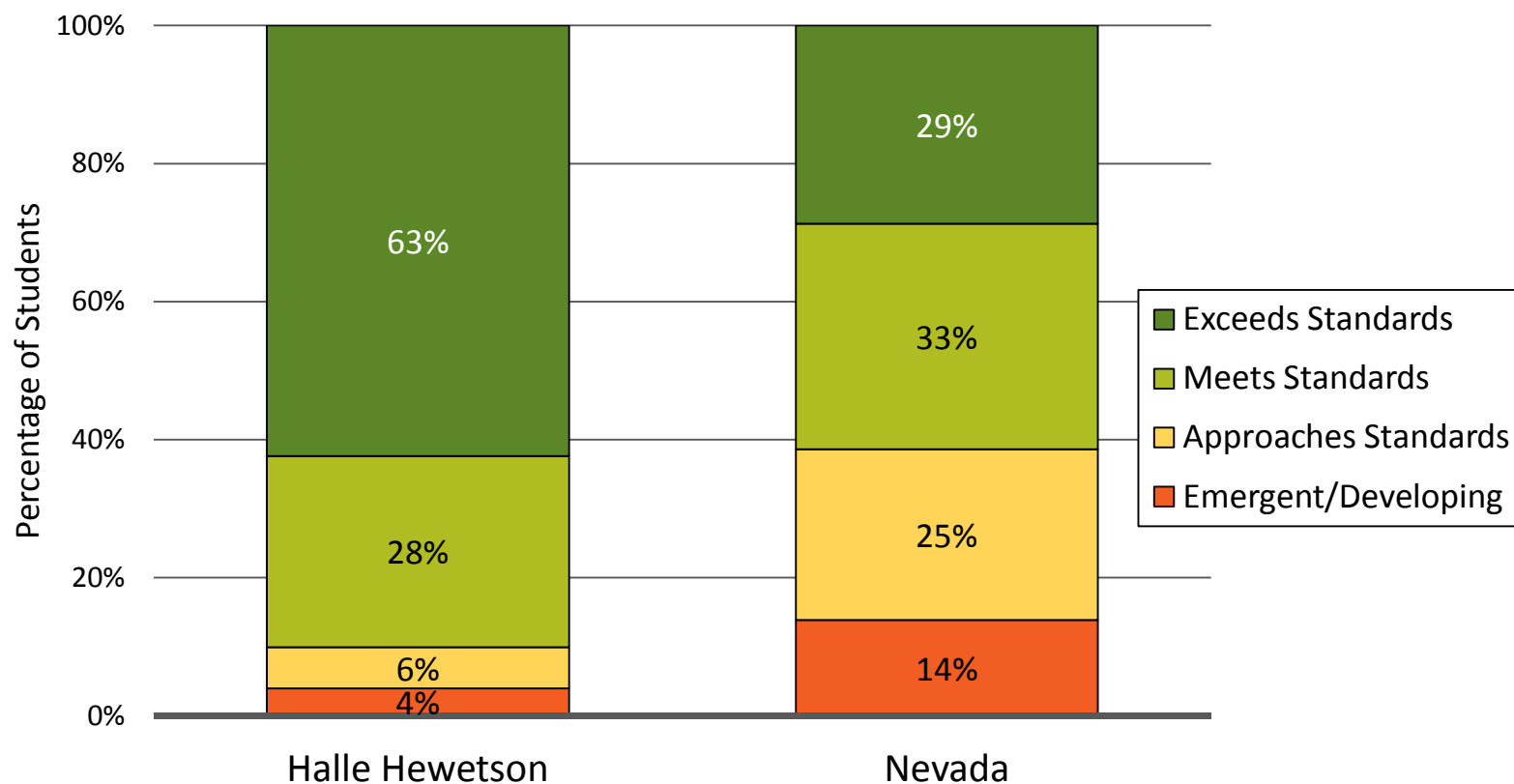
High Performance Across Groups at Halle Hewetson Elementary



Source: Nevada Department of Education

Exceeding Standards at Halle Hewetson Elementary

Low-Income Students – Grade 3 Math (2011)



Source: Nevada Department of Education

Elmont Memorial Junior-Senior High

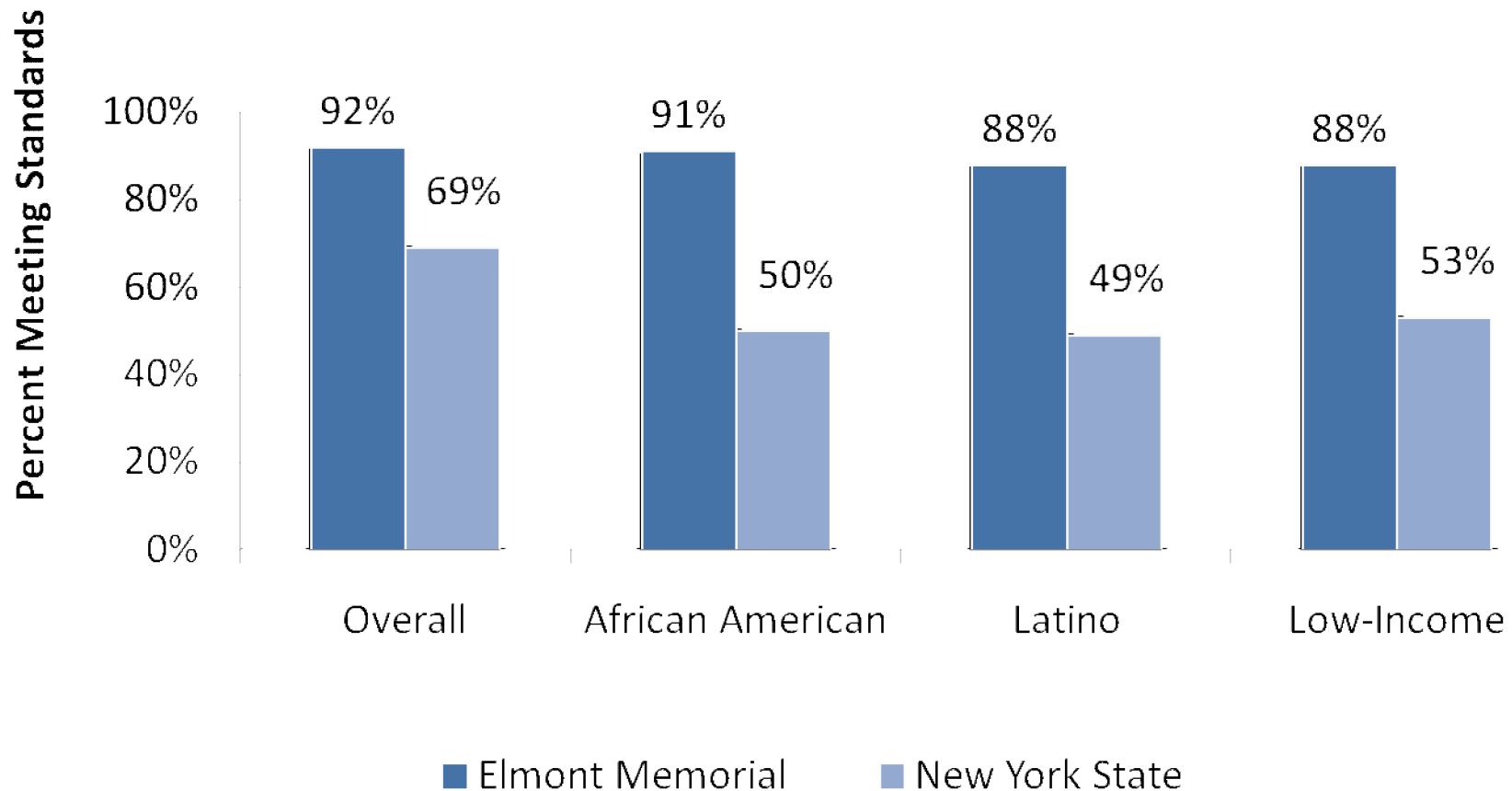
Elmont, New York

- 1,945 students in grades 7-12
 - 77% African American
- 27% Low-Income

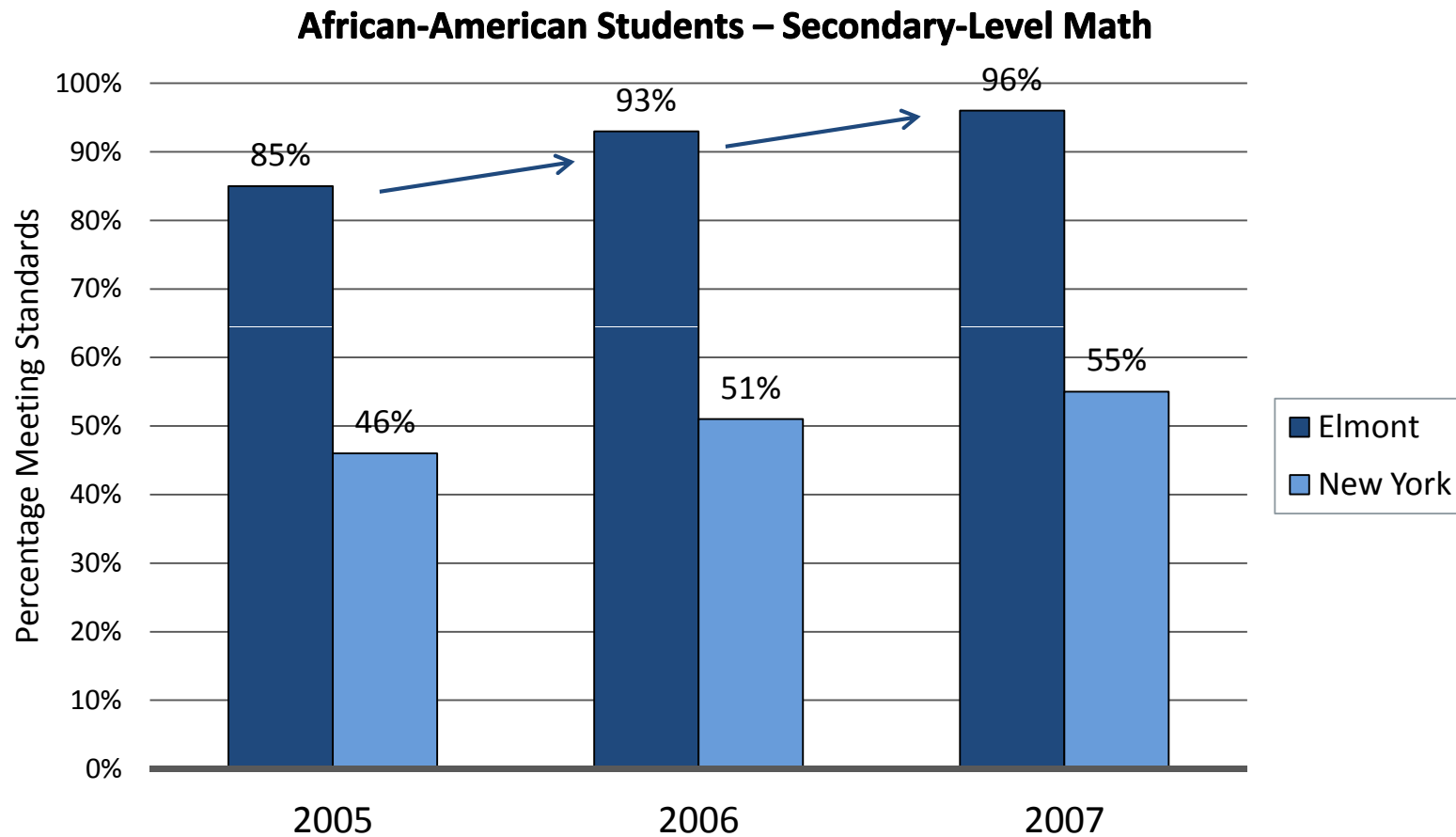


Source: New York Department of Education

Elmont: Out-Performing the State Secondary-Level English (2006)

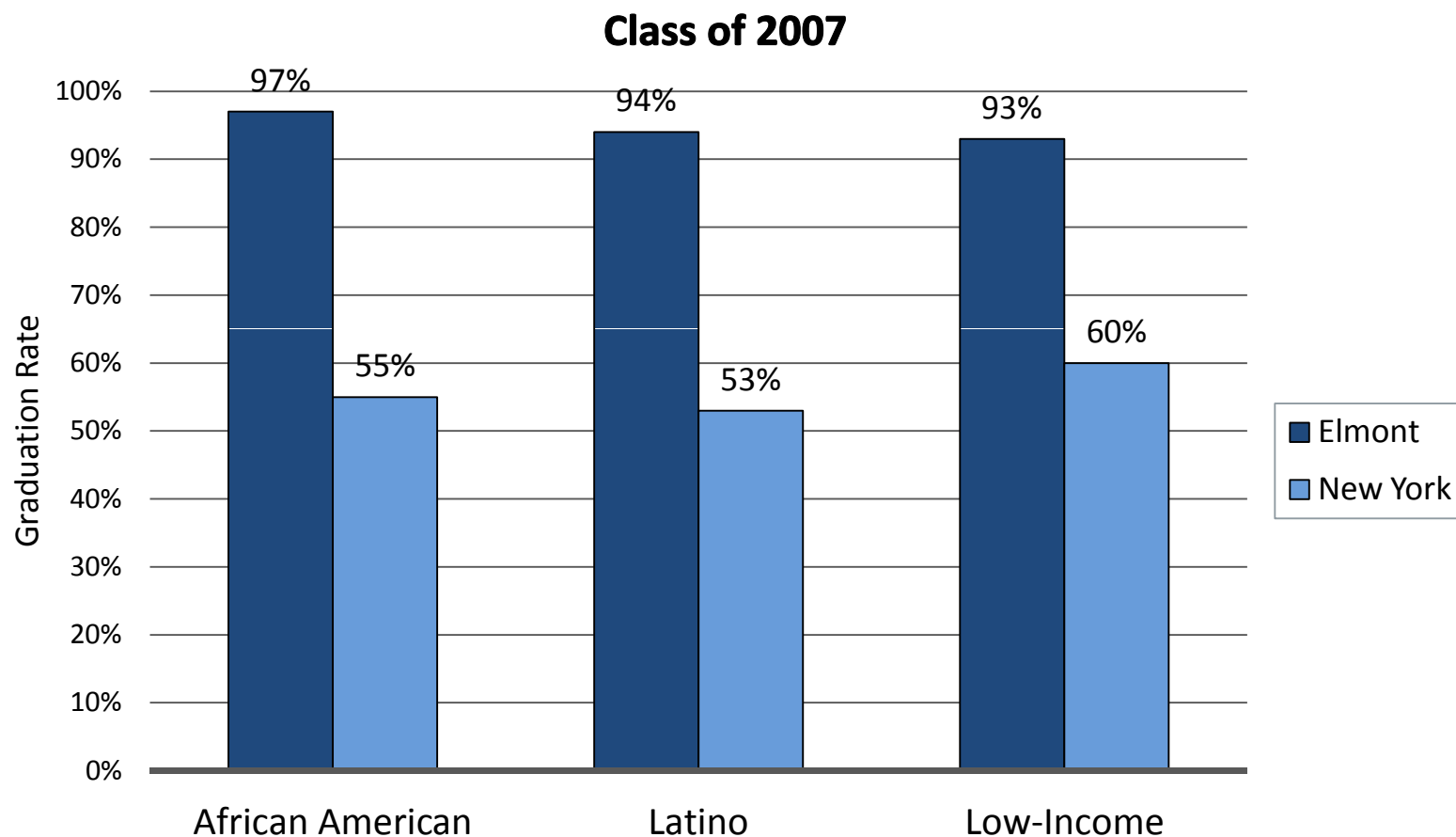


Improvement and High Performance at Elmont Memorial Junior-Senior High

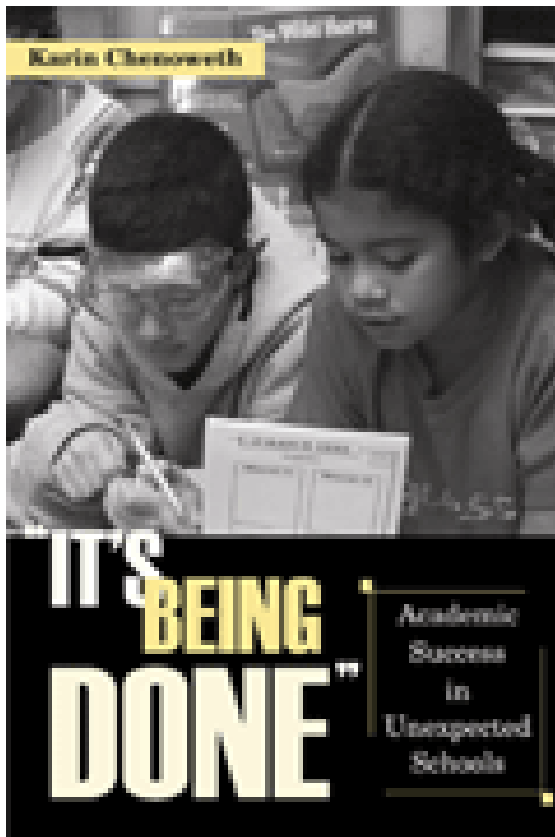


Source: New York Department of Education

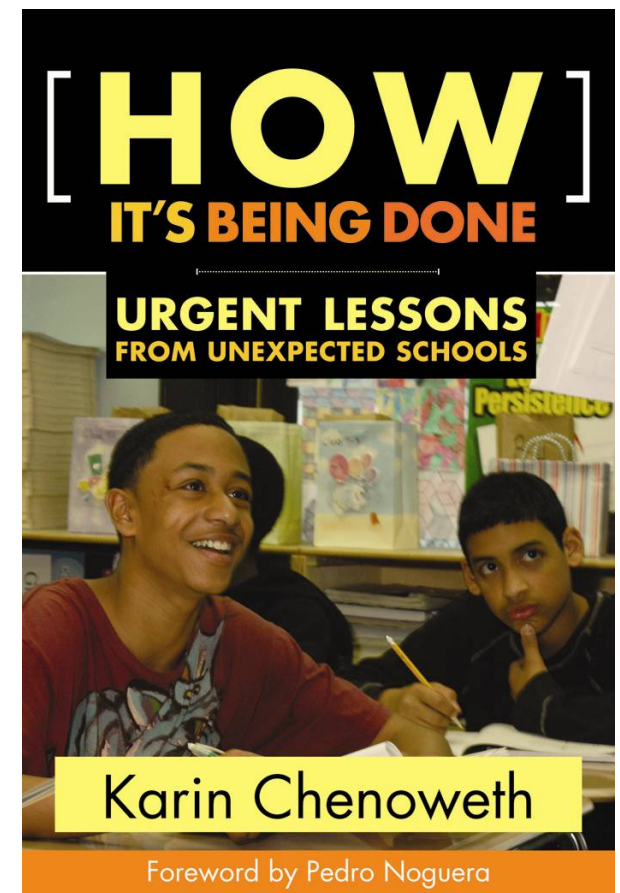
More Students Graduate at Elmont Memorial Junior-Senior High




Source: New York Department of Education



Available at
Harvard
Education Press
(www.hepg.org)
or Amazon.com

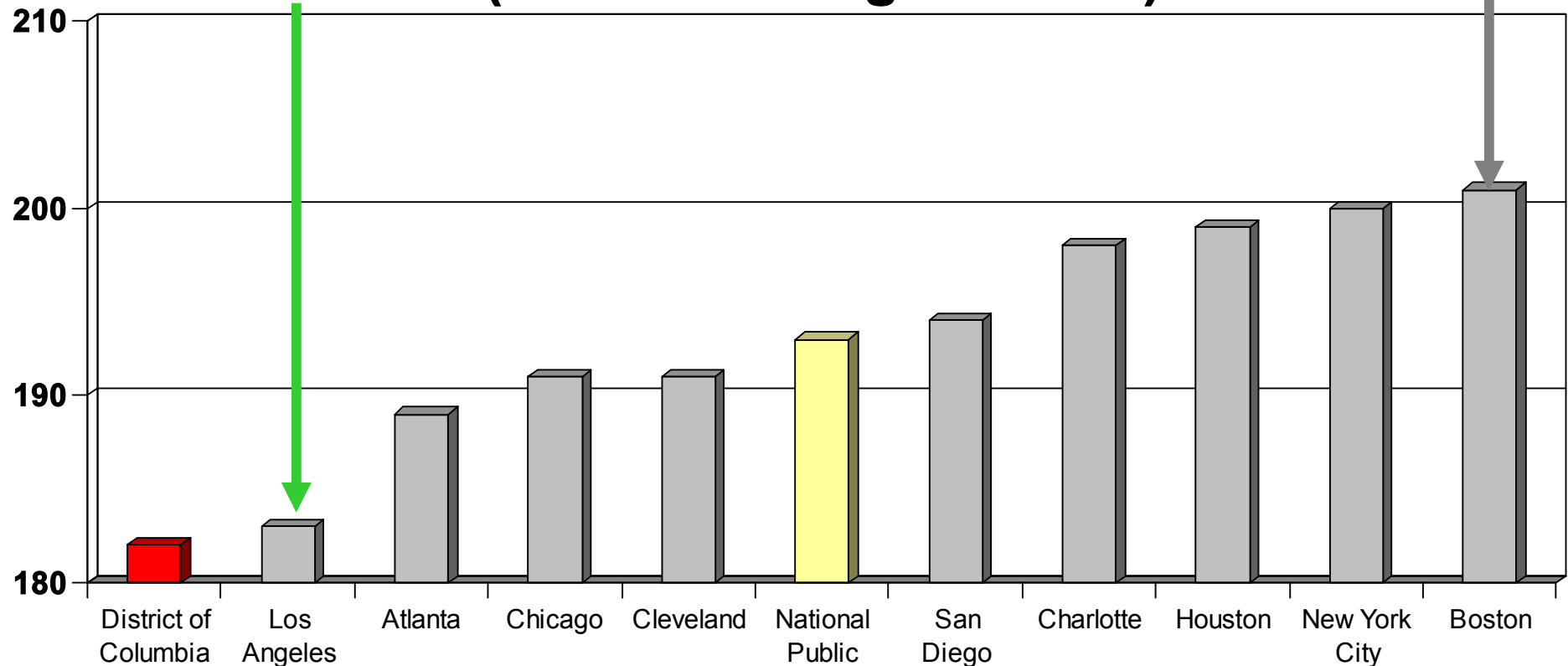


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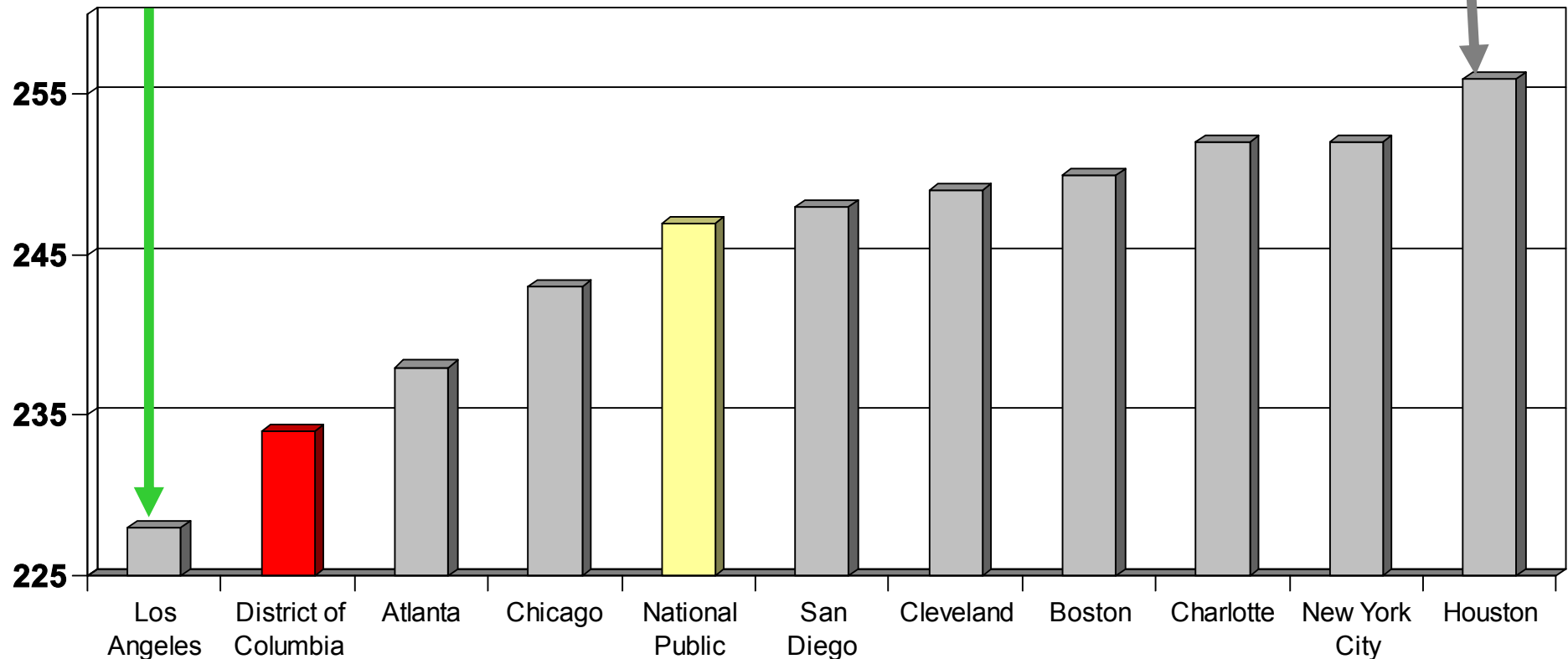
Very big differences at district level,
too—even in the performance of the
“same” group of students.

Low-Income African American Students do Better in Some Districts (NAEP Reading 4th 2003)




*** There is a 19 point gap between Poor African American 4th graders in the District of Columbia and Boston (roughly equivalent to 2 years' worth of learning)**

Low-Income African American Students do Better in Some Districts (NAEP Math 8th 2003)



*** There is a 28 point gap between Poor African American 8th graders in Los Angeles and Houston (roughly equivalent to 3 years' worth of learning)**



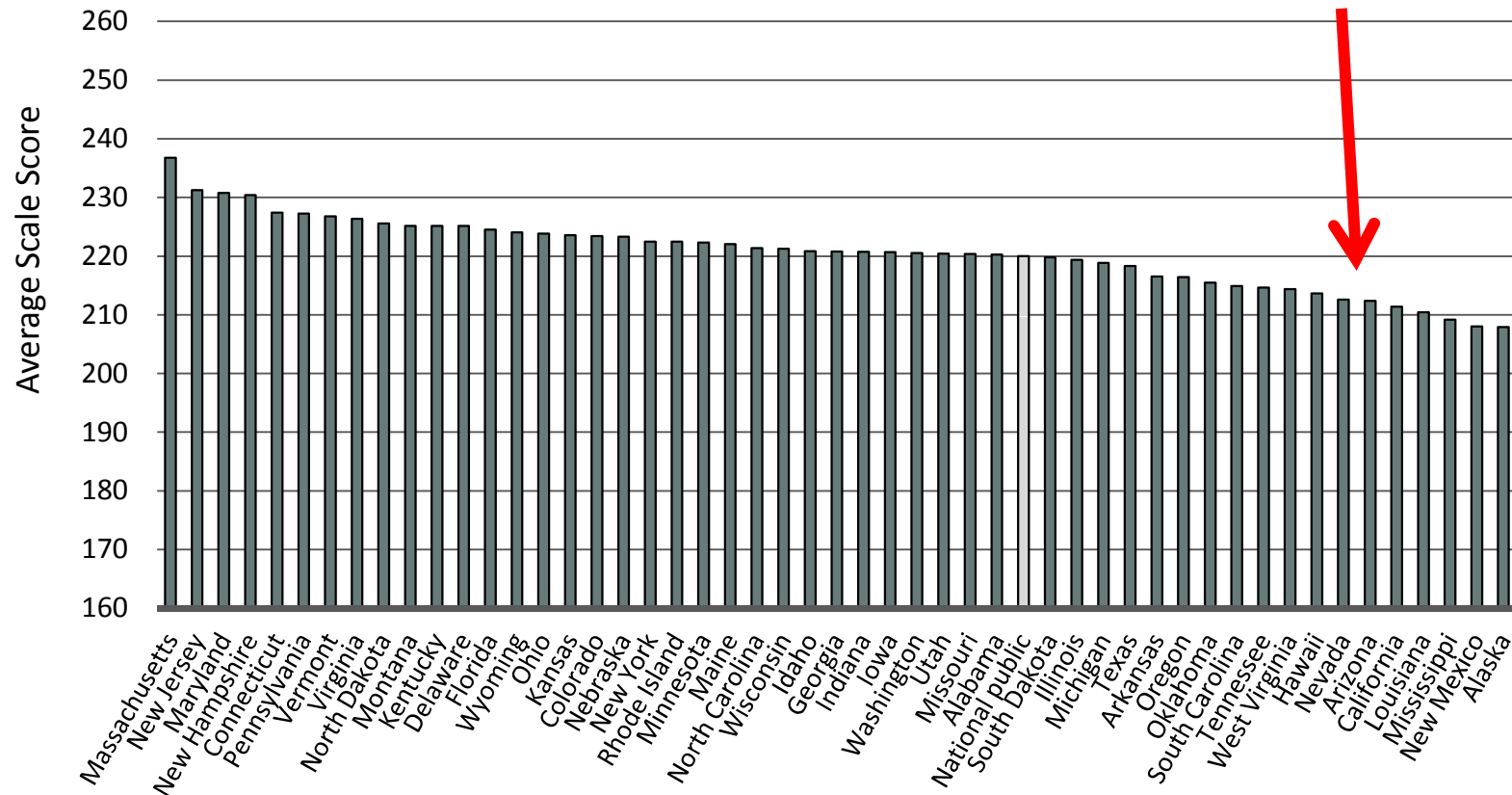
Bottom line:
At every level of education, what
we do matters.



Nevada

Scale Scores by State – All Students

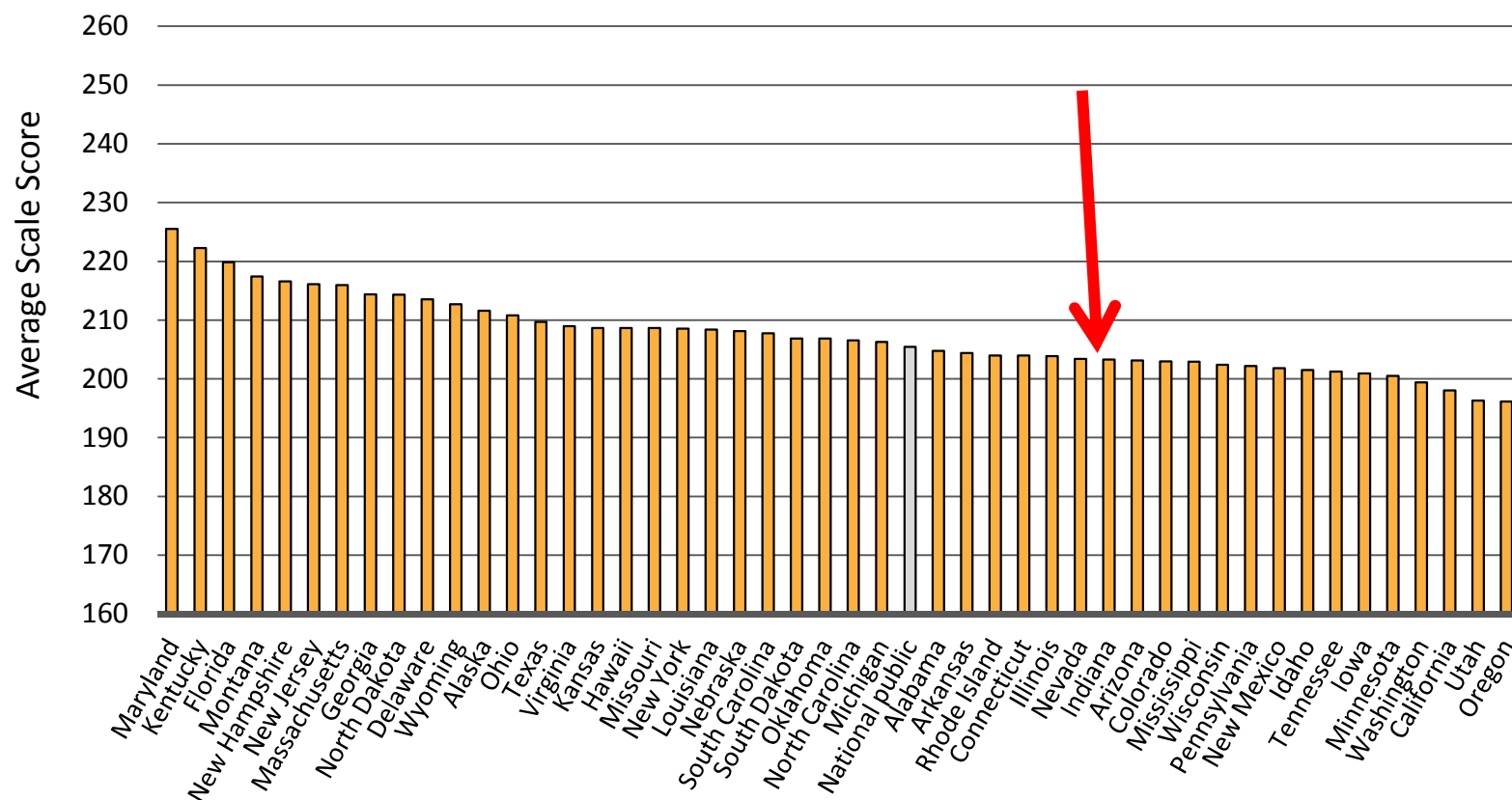
Grade 4 – NAEP Reading (2011)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238)

Scale Scores by State – Latino Students

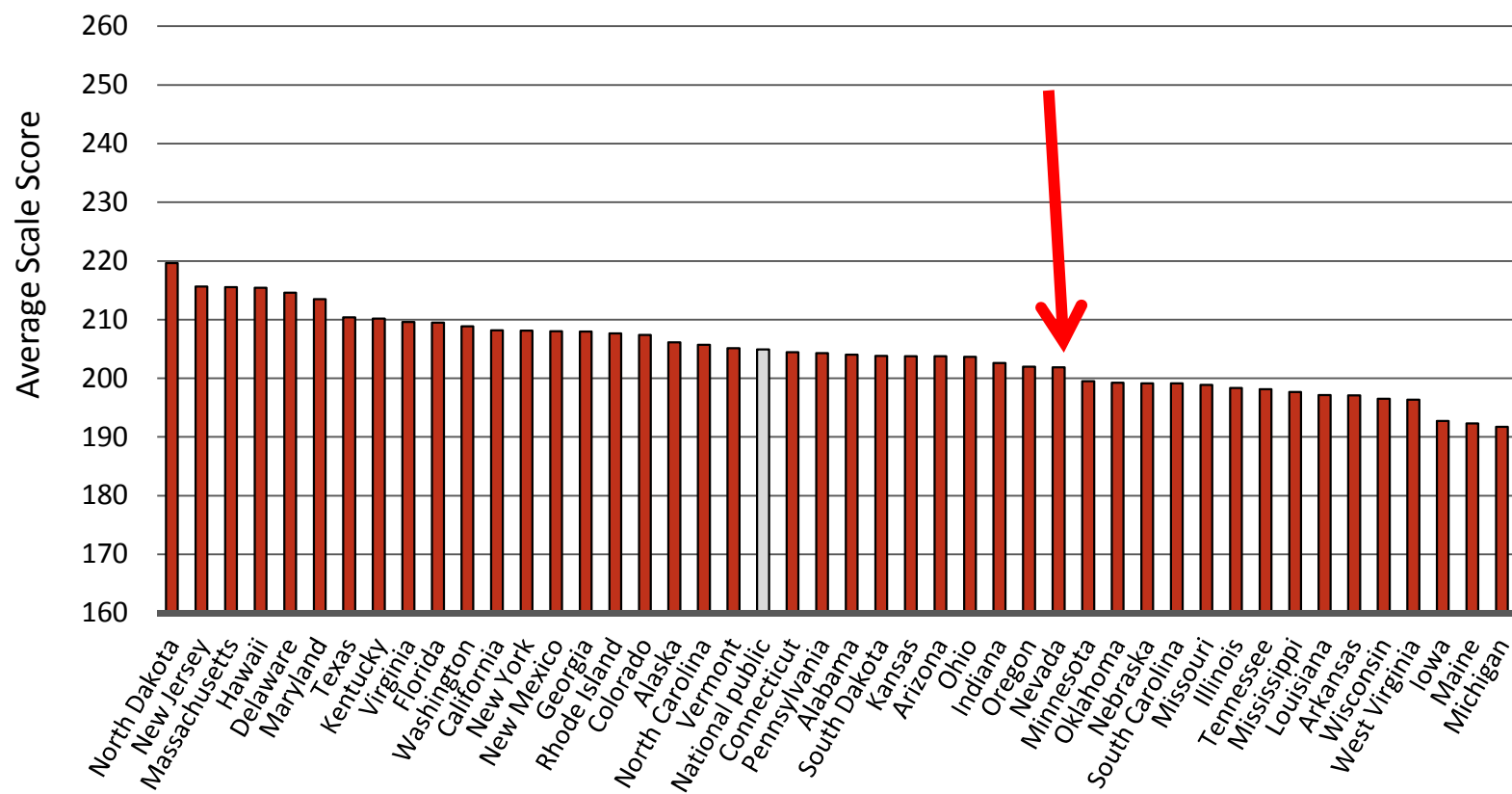
Grade 4 – NAEP Reading (2011)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238)

Scale Scores by State – African-American Students

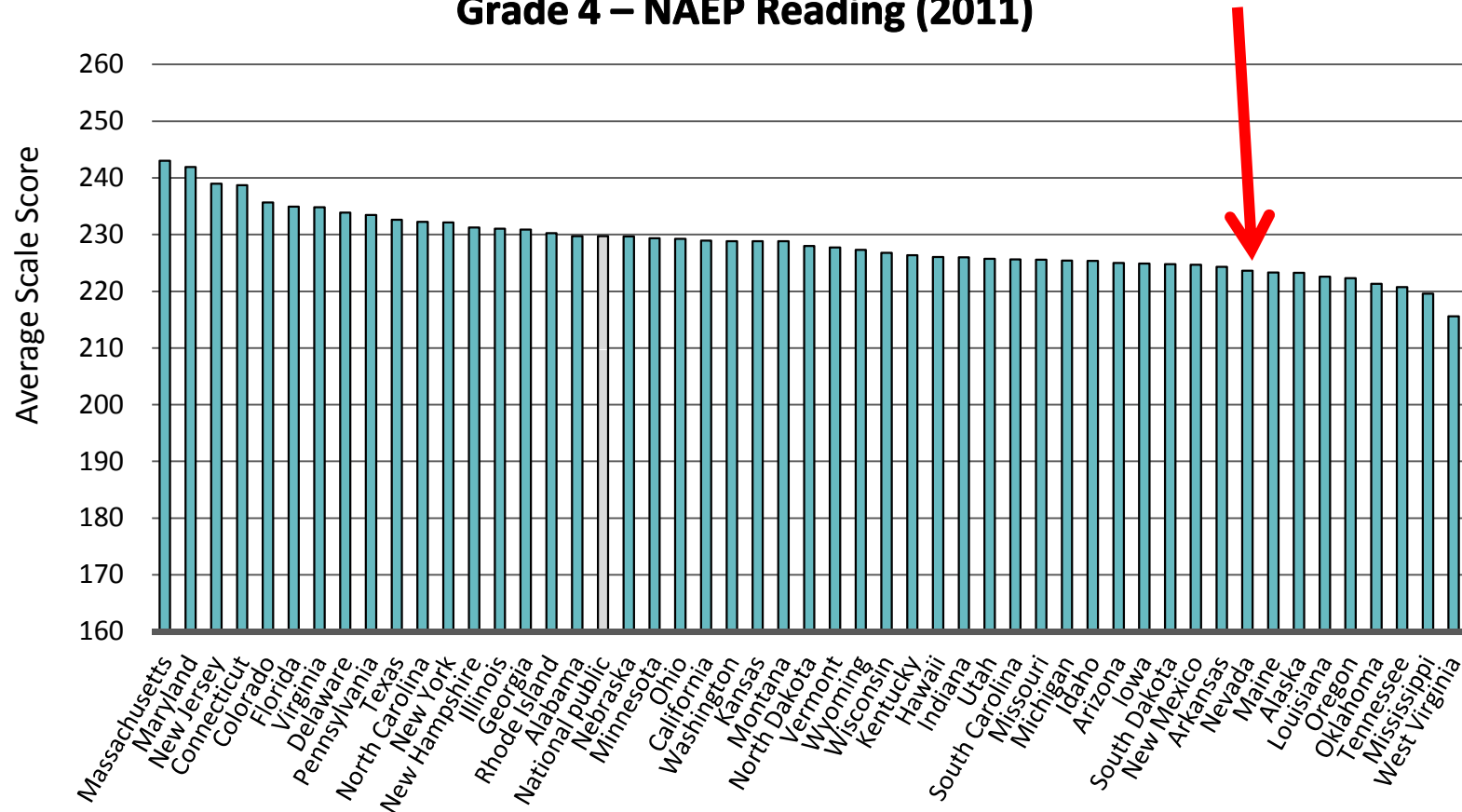
Grade 4 – NAEP Reading (2011)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238)

Scale Scores by State – White Students

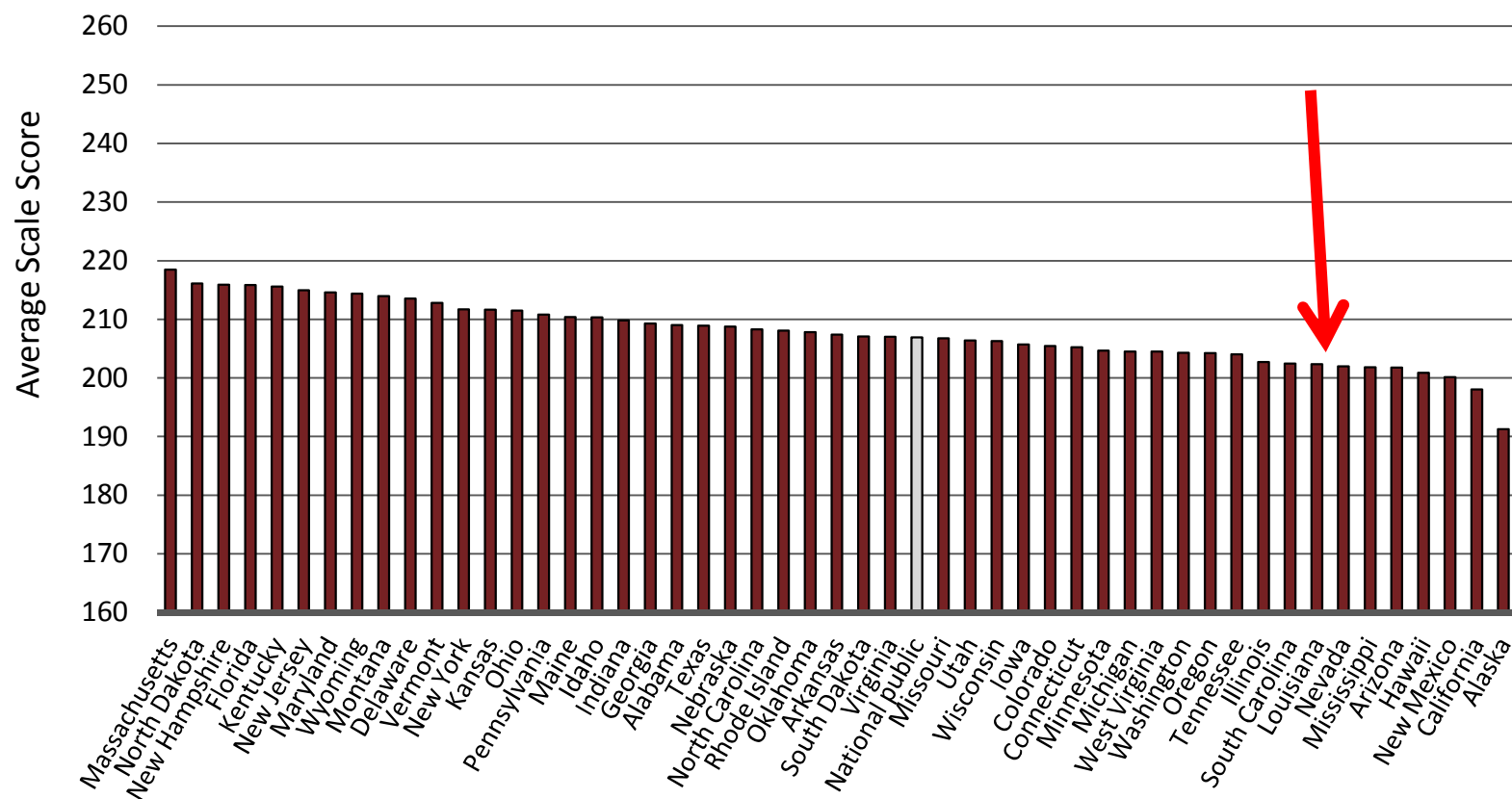
Grade 4 – NAEP Reading (2011)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238)

Scale Scores by State – Low-Income Students

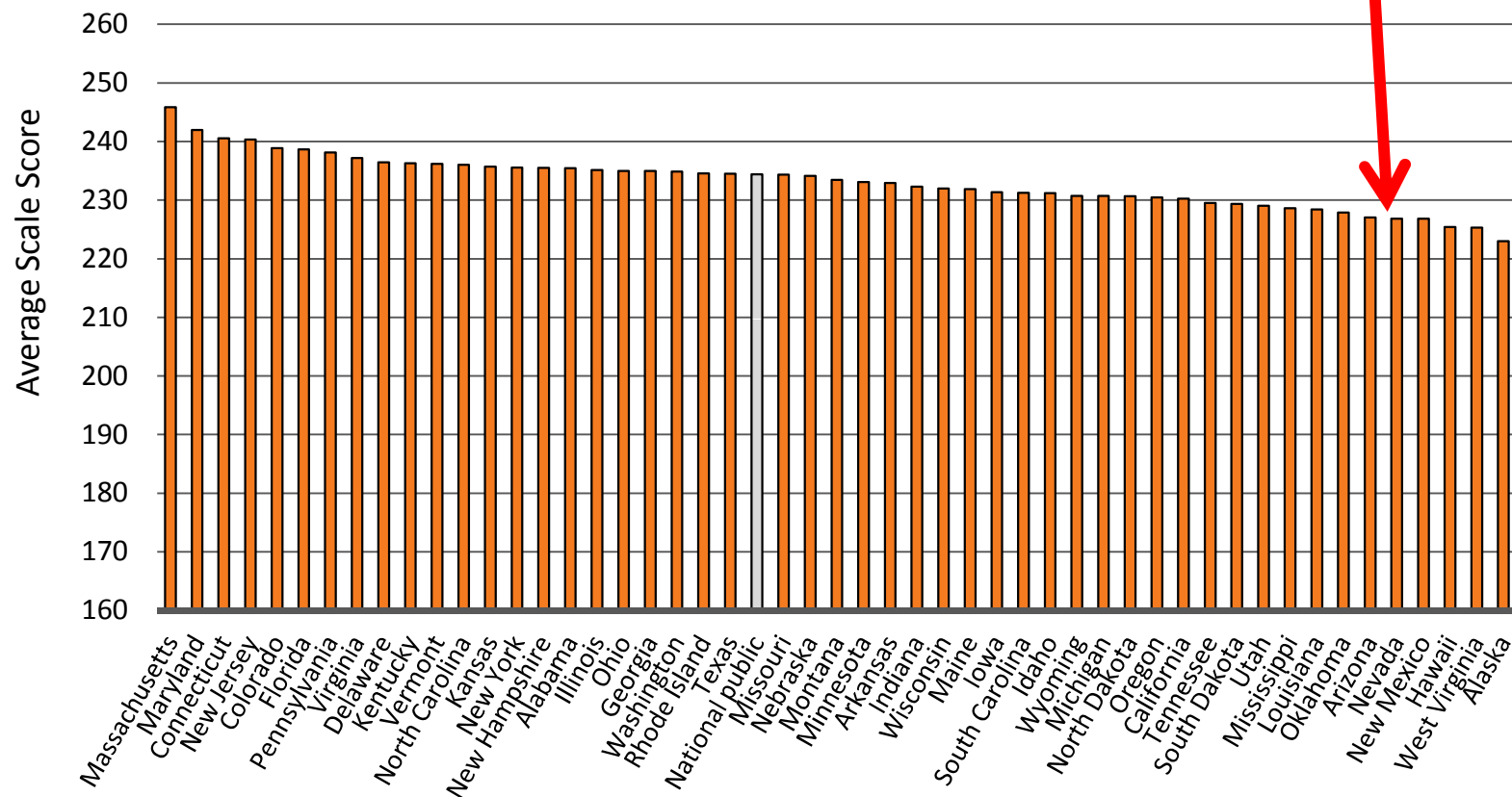
Grade 4 – NAEP Reading (2011)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238)

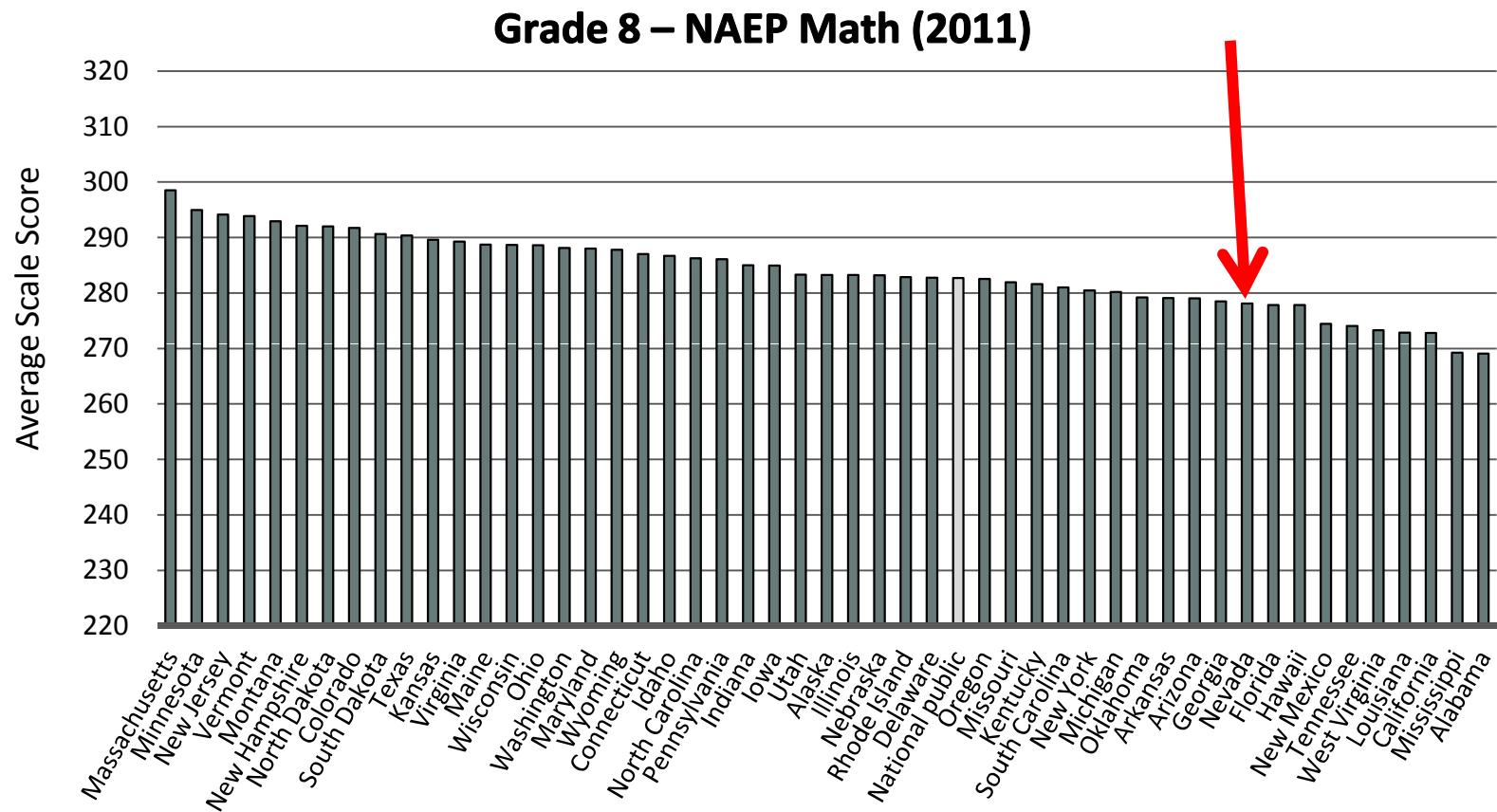
Scale Scores by State – Higher Income Students

Grade 4 – NAEP Reading (2011)



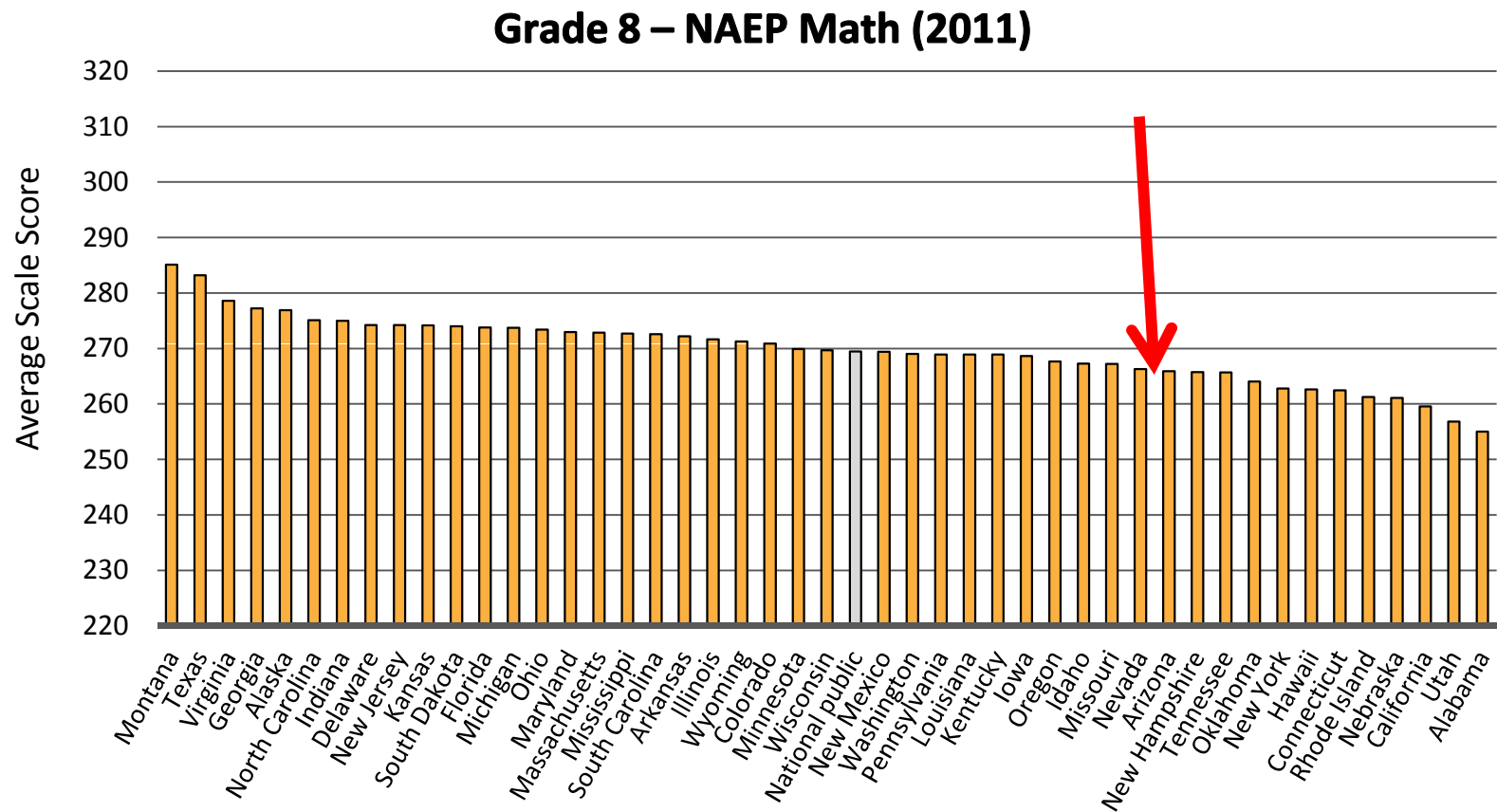
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238)

Scale Scores by State – All Students



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

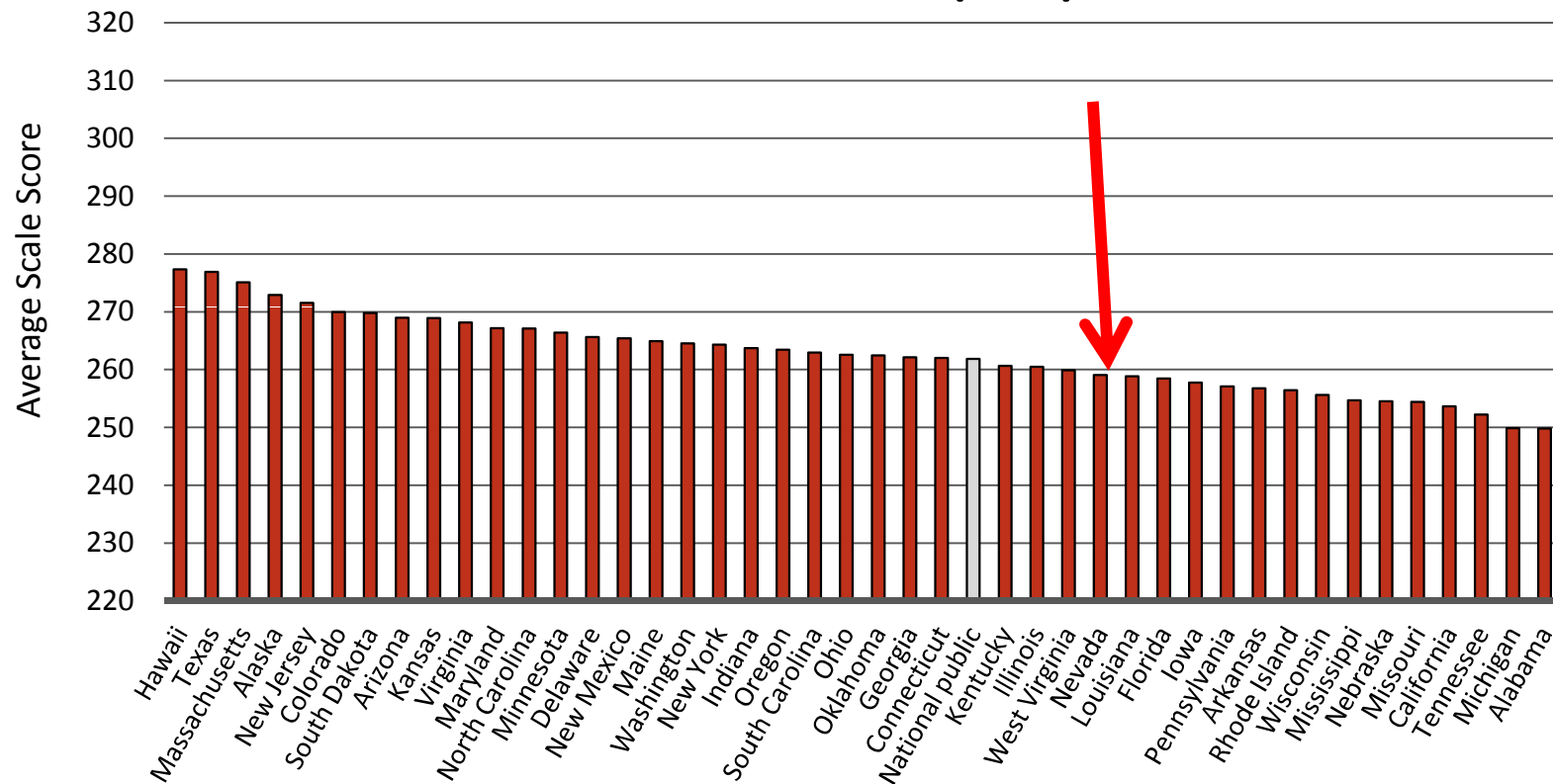
Scale Scores by State – Latino Students



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

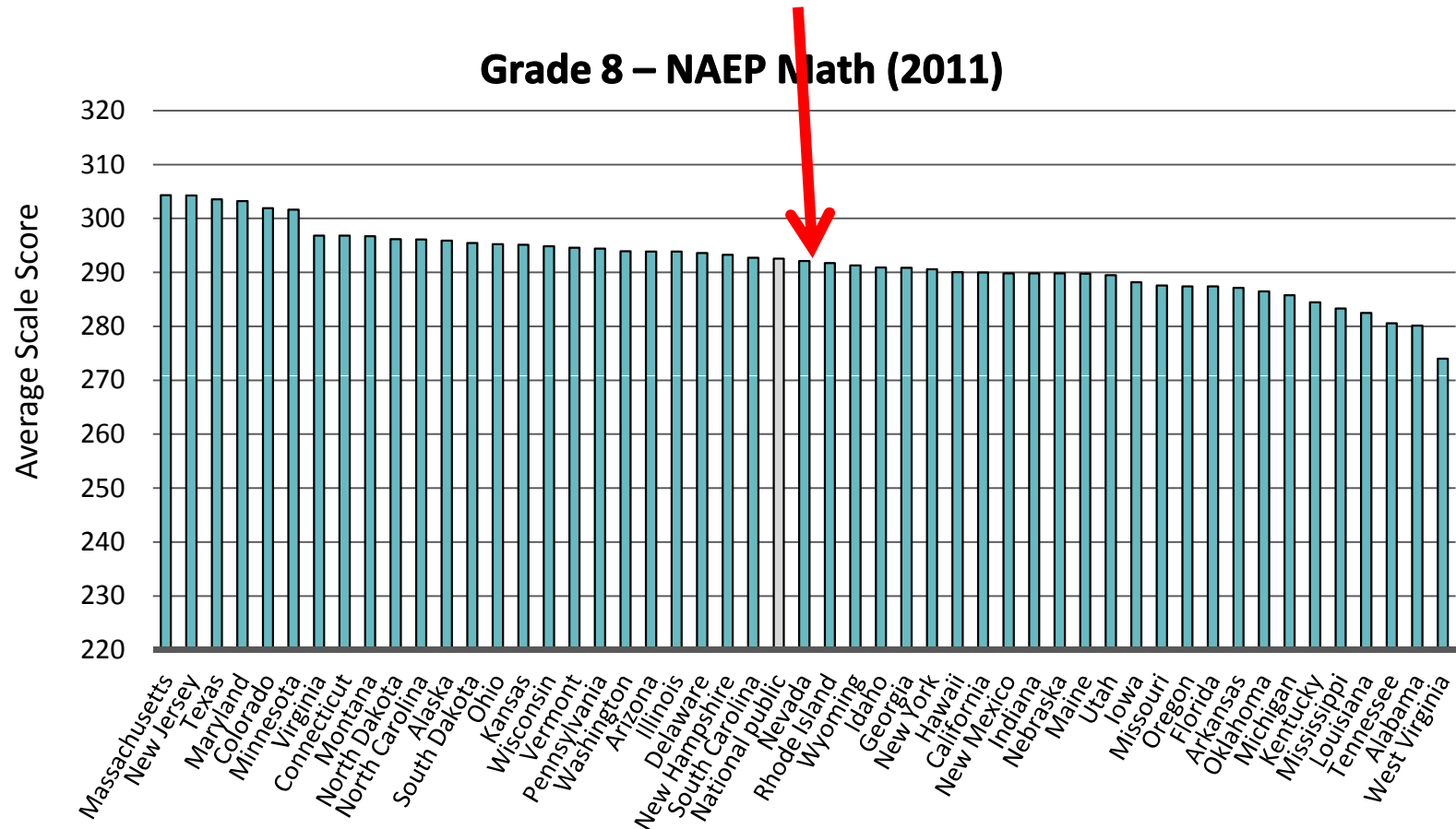
Scale Scores by State – African-American Students

Grade 8 – NAEP Math (2011)



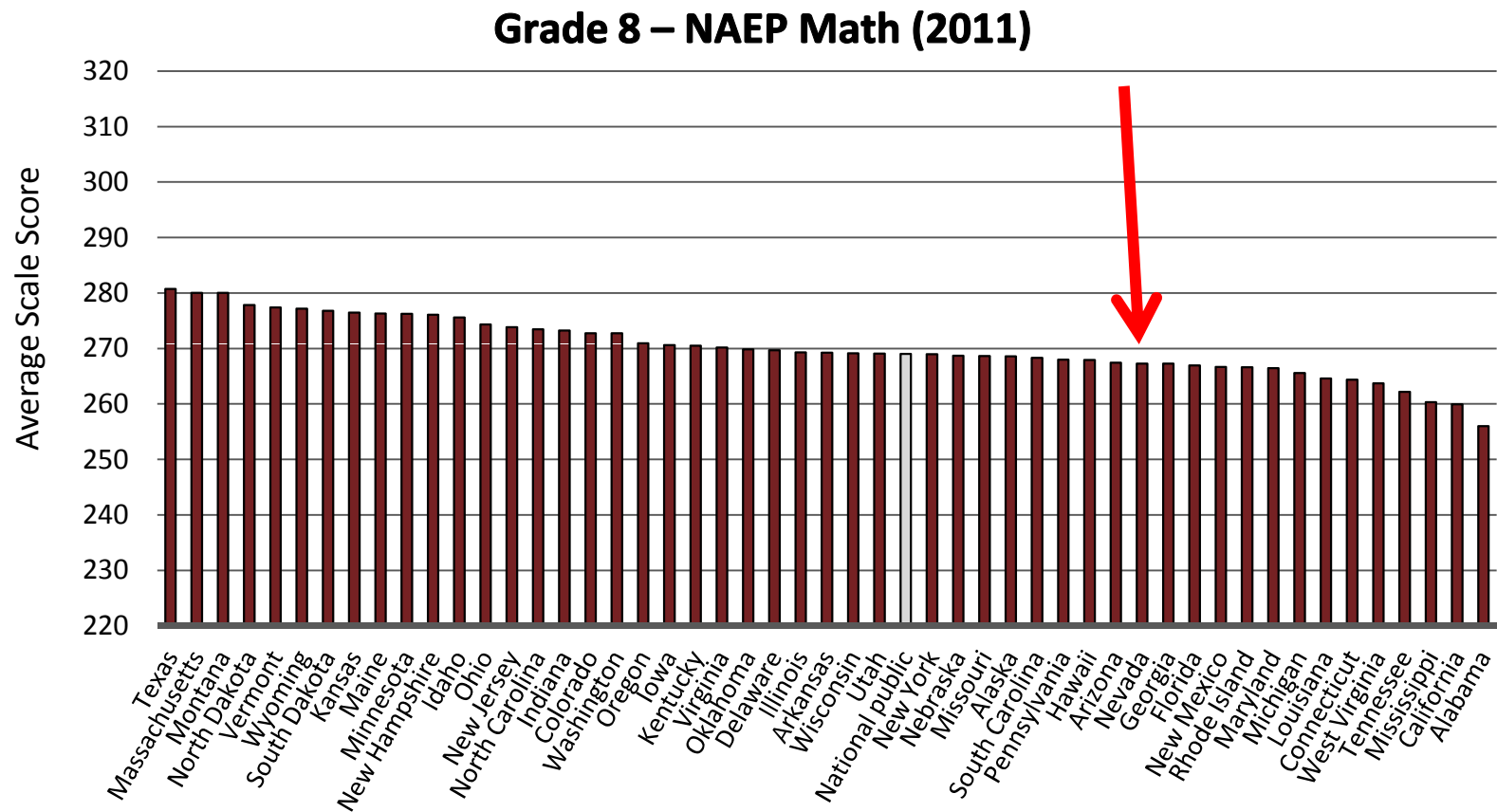
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

Scale Scores by State – White Students



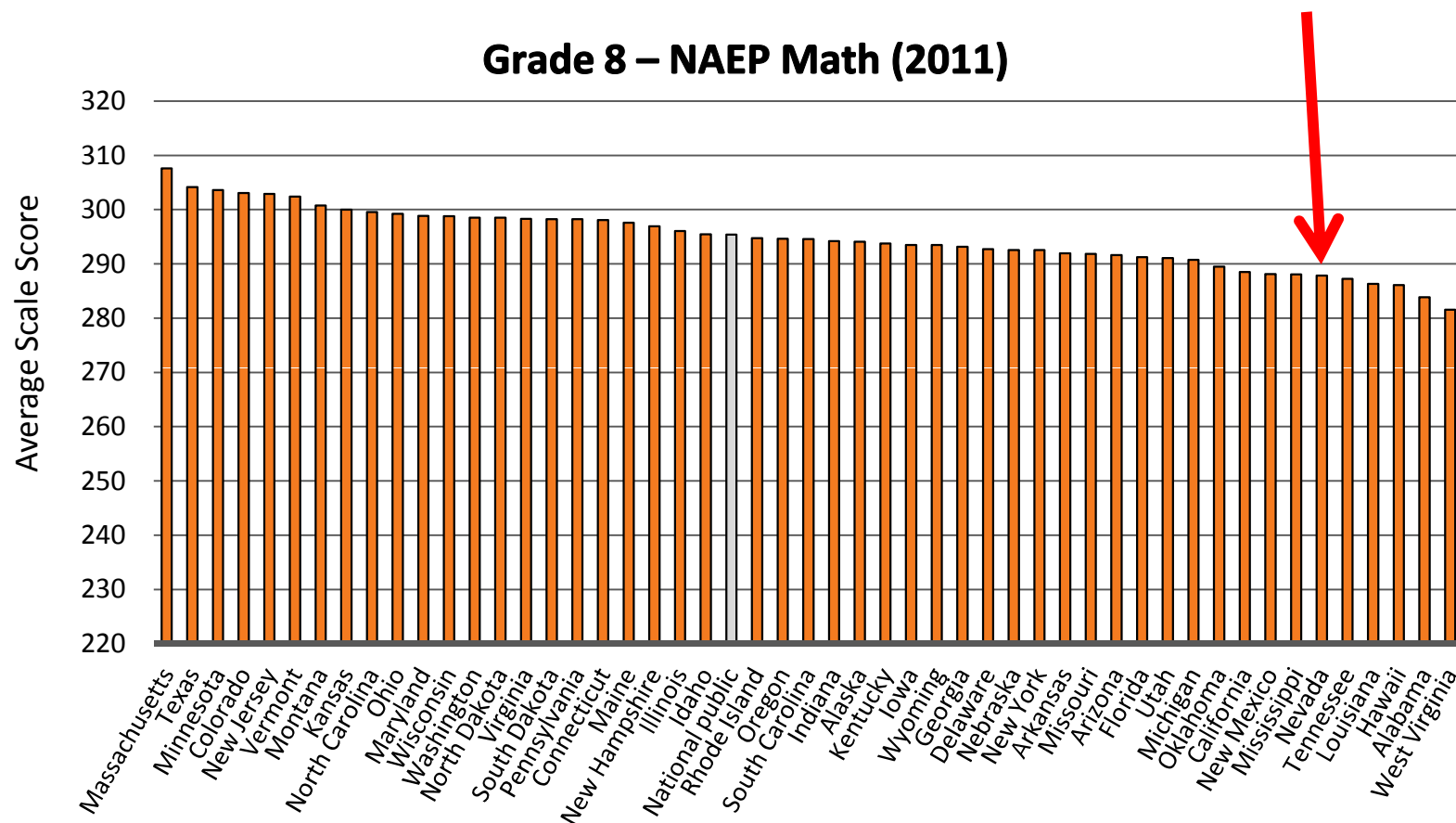
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

Scale Scores by State – Low-Income Students



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

Scale Scores by State – Higher Income Students




Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)



What Do We Know About How To Accelerate Success?

What do the high performers do?

#1. They focus on what they
can do, rather than what they
can't.



“ Some of our children live in pretty dire circumstances. But we can’t dwell on that, because we can’t change it. So when we come here, we have to dwell on that which is going to move our kids.”


Barbara Adderly, Principal,
M. Hall Stanton Elementary, Philadelphia

“When asked what can be done to solve the achievement problem, some adults just point out the schoolhouse window.

But we’re not look out the window educators here: we’re look in the mirror folks.”

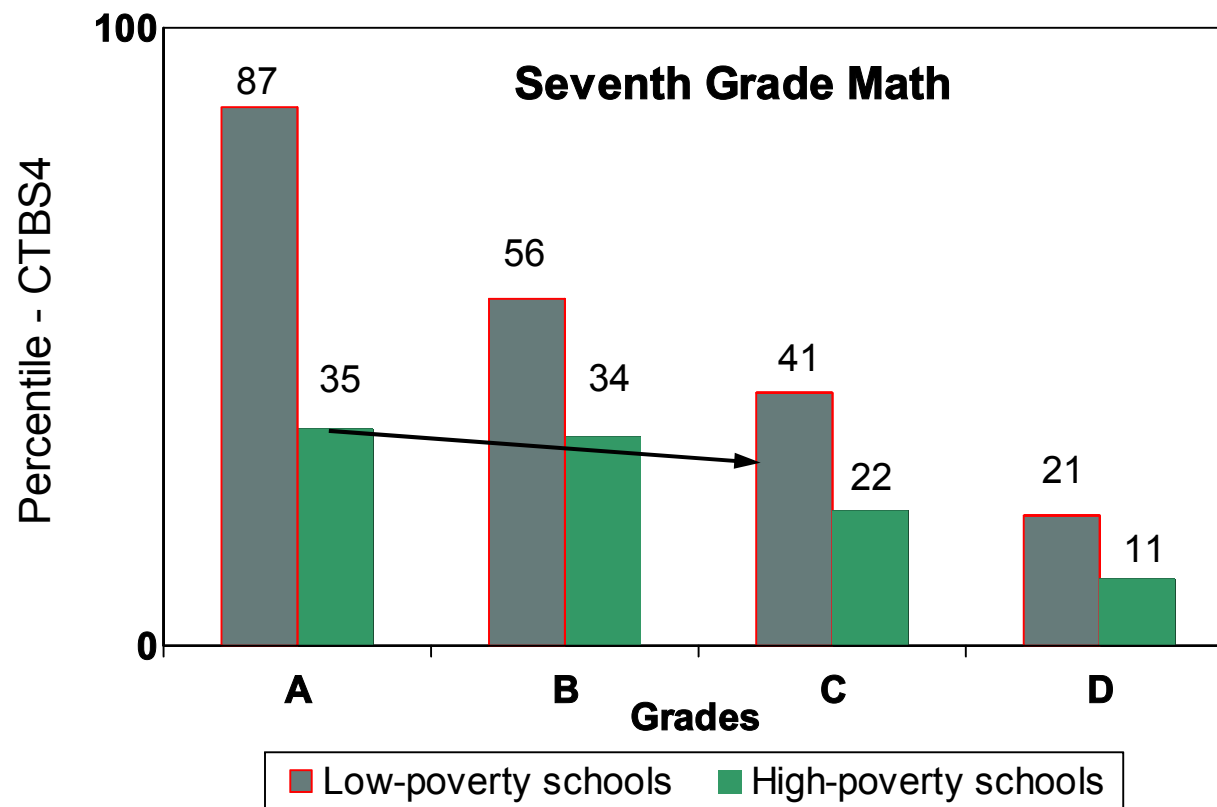
--Adelaide Flamer
DCPS

#2. They don't leave anything about teaching and learning to chance.




An awful lot of our teachers—even brand new ones—are left to figure out on their own what to teach and what constitutes “good enough” work.

'A' Work in Poor Schools Would Earn 'Cs' in Affluent Schools



Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.



Students can do
no better than
the assignments
they are given...

Grade 10 Writing Assignment

A frequent theme in literature is the conflict between the individual and society. From literature you have read, select a character who struggled with society. In a well-developed essay, identify the character and explain why this character's conflict with society is important.

Grade 10 Writing Assignment

Write a composition of at least 4 paragraphs on Martin Luther King's most important contribution to this society. Illustrate your work with a neat cover page. Neatness counts.

Grade 7 Writing Assignment

Essay on Anne Frank

Your essay will consist of an opening paragraph which introduced the title, author and general background of the novel.

Your thesis will state specifically what Anne's overall personality is, and what general psychological and intellectual changes she exhibits over the course of the book

You might organize your essay by grouping psychological and intellectual changes OR you might choose 3 or 4 characteristics (like friendliness, patience, optimism, self doubt) and show how she changes in this area.


Grade 7 Writing Assignment

The "ME" Page	
My name:	
Three words which describe me best:	
Three words others would use to describe me:	
My best feature:	
A neat expression:	
My best friend:	
My favorite food:	
A chore I hate:	
Something I wish would happen at my home:	
My hero:	
My favorite sport:	
A car I want:	
The best thing about my school:	
My biggest secret:	
A television character I act like:	
My worst fear:	
A contest I want to win:	
My favorite movie star:	
My heartthrob:	
A political office I would like to hold:	
Something I want to buy:	
My chosen career:	
My favorite beverage:	
A place I want to visit:	
A school subject I adore:	
My favorite book:	
A nightmare I have:	
Someone I would like to have as a relative:	
A movie I would like to be the star in:	
Something I would like to do for my family:	
A teacher I respect:	
What I would do if I were in Hollywood:	
A friend I would like to have:	
What I would do to change our school:	
My dream for America:	

- My Best Friend:
- A chore I hate:
- A car I want:
- My heartthrob:

High Performing Schools and Districts

- Have clear and specific goals for what students should learn in every grade, including the order in which they should learn it
- Provide teachers with common curriculum, assignments
- Have regular vehicle to assure common marking standards
- Assess students every 4-8 weeks to measure progress
- Act immediately on the results of those assessments



In other words, they strive for
consistency in everything they
do.

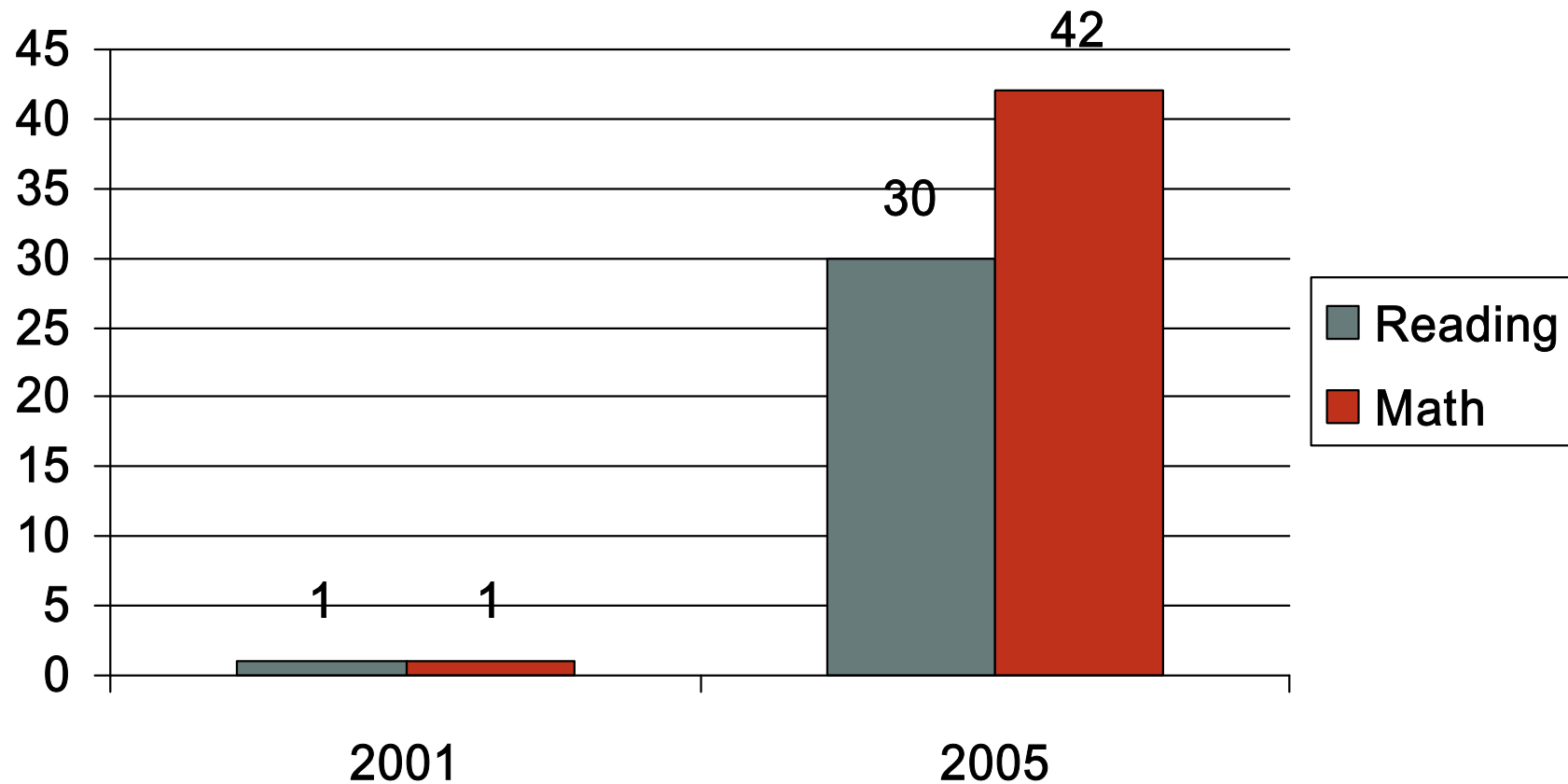
And they bring that consistency to
school discipline, as well.

#3. They set their goals high.




Elementary Version...

M. Hall Stanton Elementary: Percent of 5th Graders ADVANCED






High School Version...



Even when they start with high drop out rates, high
impact high schools focus on preparing all kids for
college and careers


Education Trust 2005 study, “Gaining Traction, Gaining Ground.”

#4. Higher performing secondary schools put all kids—not just some—in a demanding high school core curriculum.




Single biggest predictor post-high school success is
QUALITY AND INTENSITY OF HIGH SCHOOL
CURRICULUM

Cliff Adelman, *Answers in the Tool Box*, U.S. Department of Education.

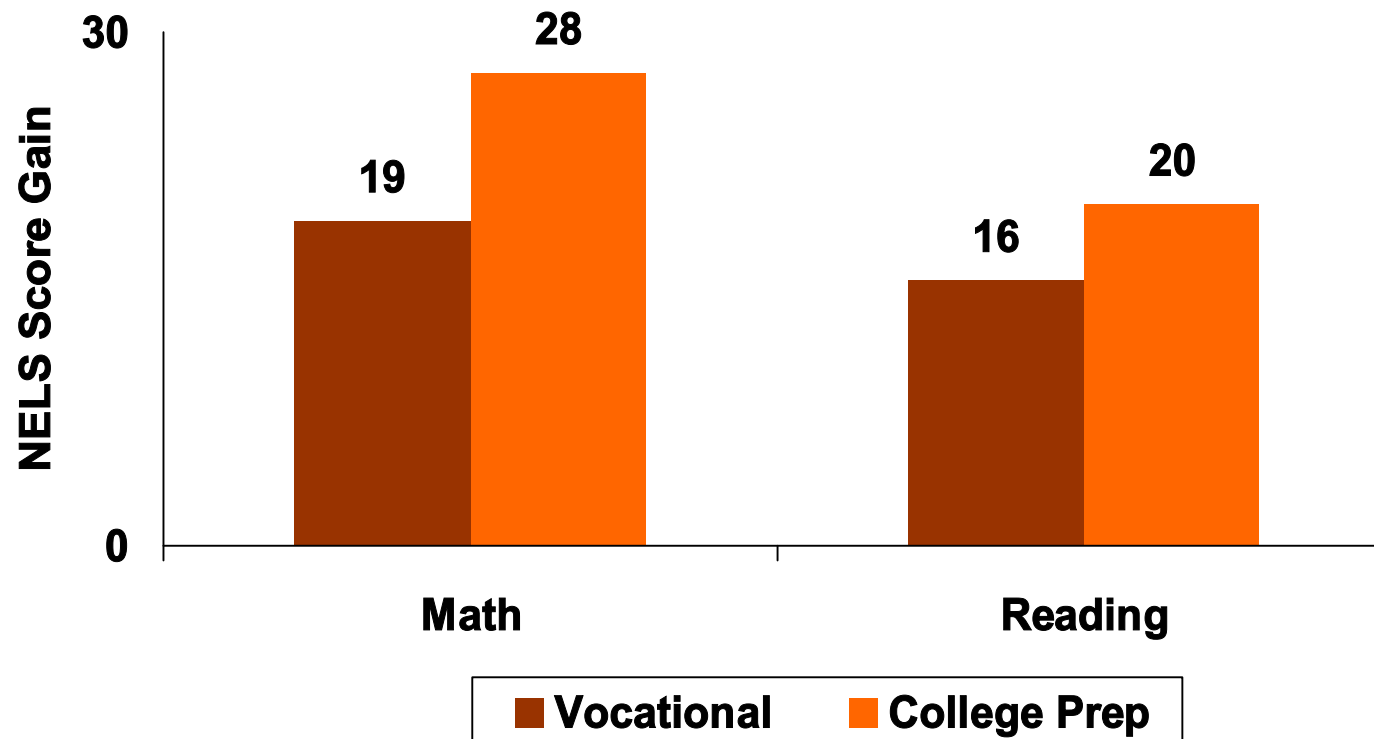


College prep curriculum has
benefits far beyond college.



Students of all sorts will learn
more...

Low Quartile Students Gain More From College Prep Courses*



***Grade 8-grade 12 test score gains based on 8th grade achievement.**

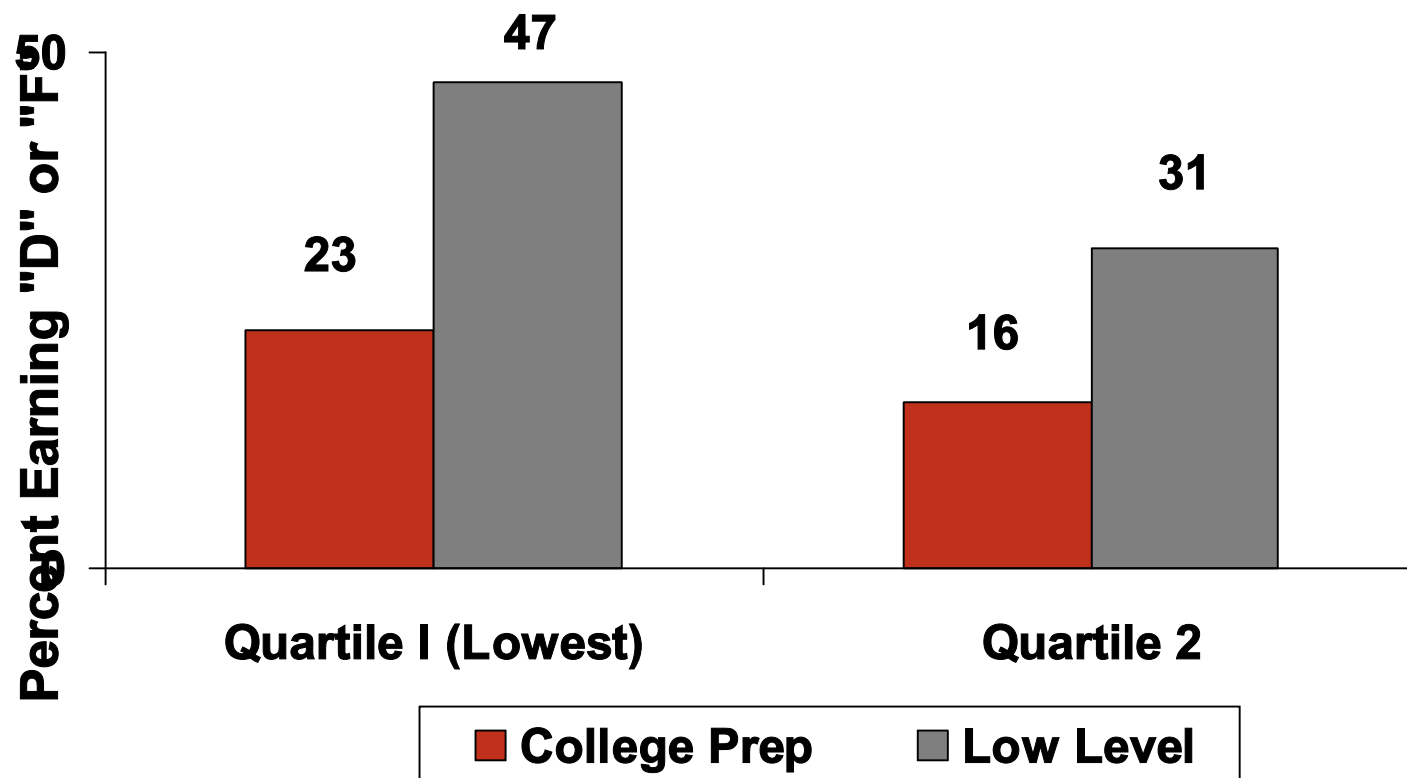
Source: USDOE, NCES, *Vocational Education in the United States: Toward the Year 2000*, in *Issue Brief: Students Who Prepare for College and Vocation*




They will also fail less often...

Challenging Curriculum Results in Lower Failure Rates, Even for Lowest Achievers


Ninth-grade English performance, by high/low level course, and eighth-grade reading achievement quartiles



Source: SREB, "Middle Grades to High School: Mending a Weak Link". Unpublished Draft, 2002.



And they'll be better prepared
for the workplace.



Leading states, districts making
college prep the default
curriculum.

Texas, Indiana, Arkansas, Michigan,
Oklahoma, Kentucky, Kansas.

#5. Principals are hugely important,
ever present, but
NOT
the only leaders in the school

Elmont Memorial Junior-Senior High School



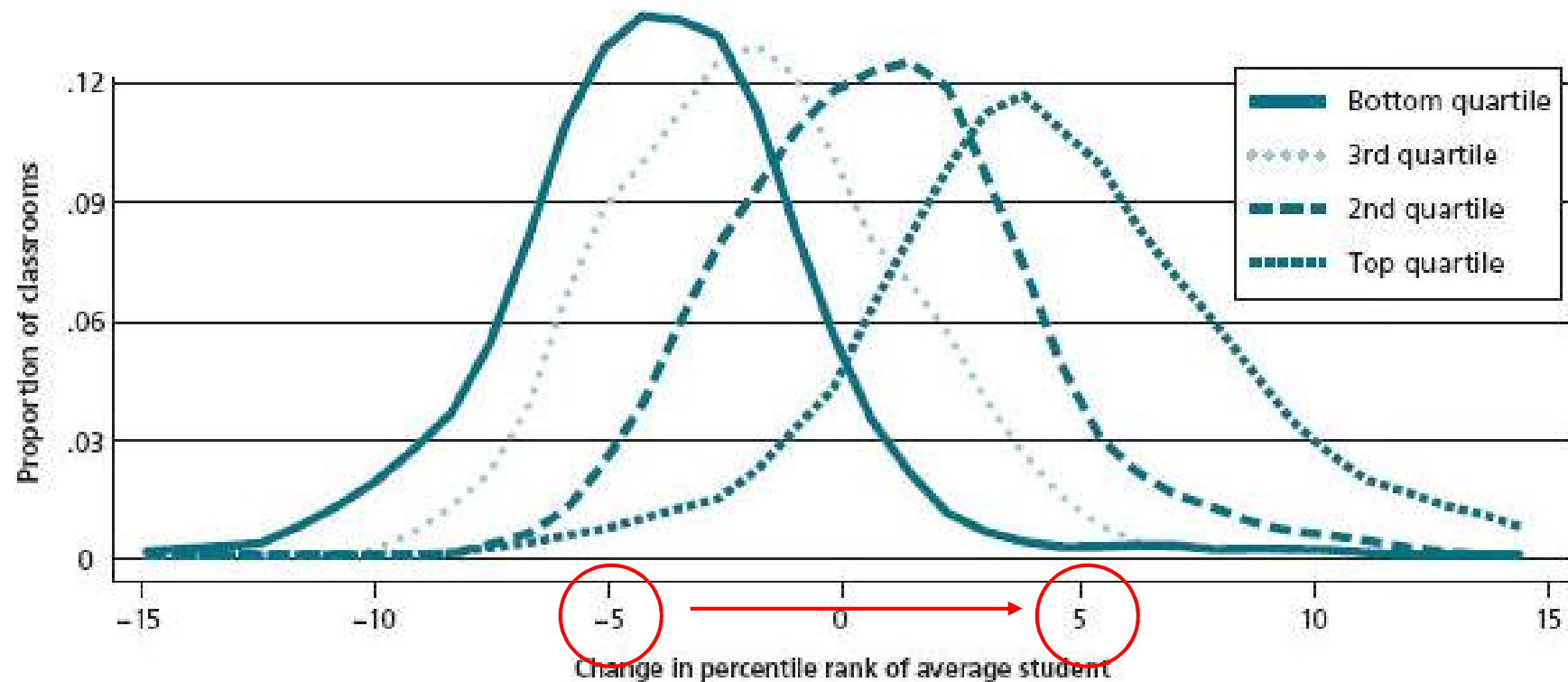
High performing schools...

- Teachers regularly observe other teachers;
- Teachers have time to plan and work collaboratively;
- New teachers get generous and careful support and acculturation;
- Teachers take on many other leadership tasks at the school

#6. Good schools know how much teachers matter, and they act on that knowledge.

10 Percentile Point Average Difference for Students who have Top and Bottom Quartile Teachers

Figure 2. Teacher Impacts on Math Performance in Third Year By Ranking after First Two Years

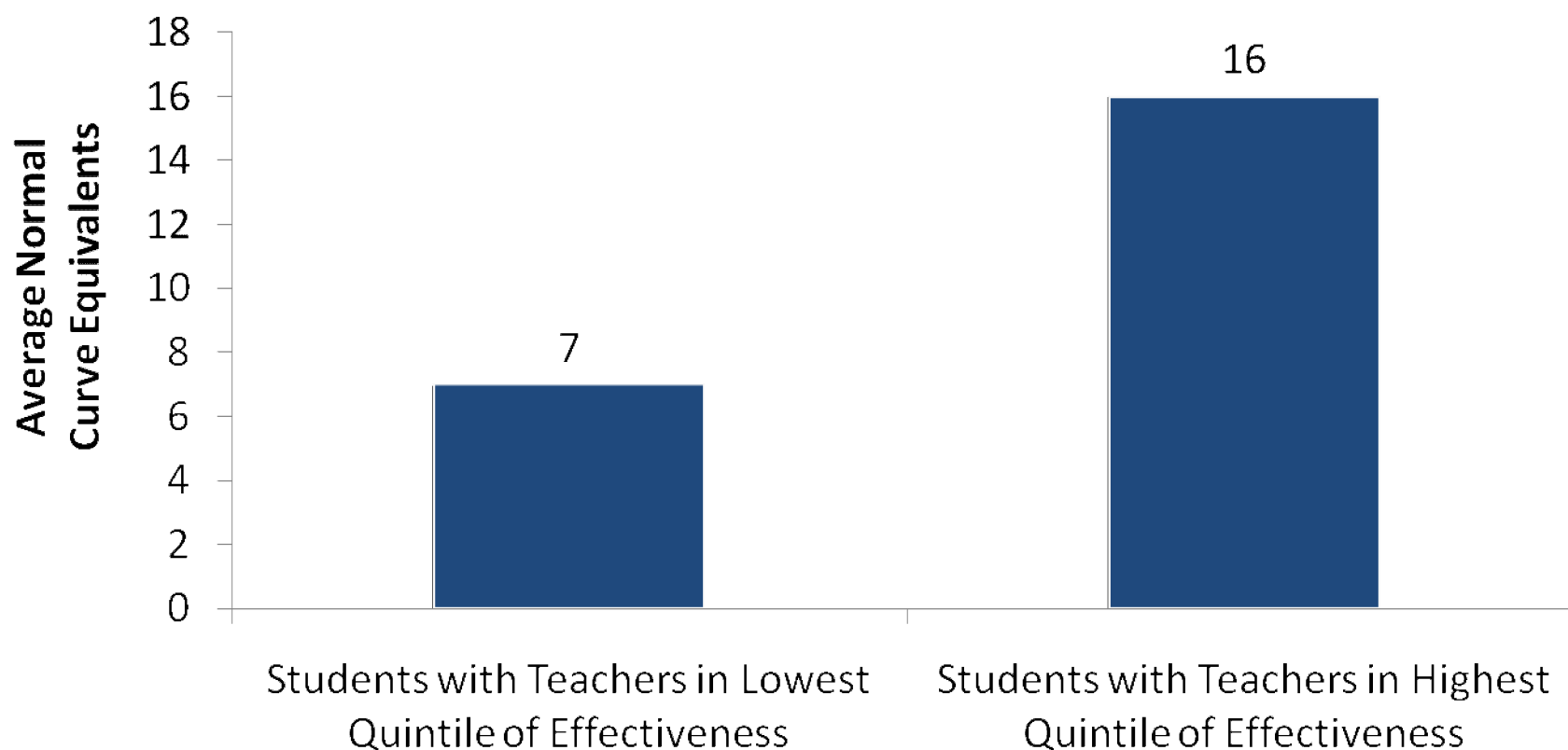


Note: Classroom-level impacts on average student performance, controlling for baseline scores, student demographics, and program participation. LAUSD elementary teachers, < 4 years' experience.

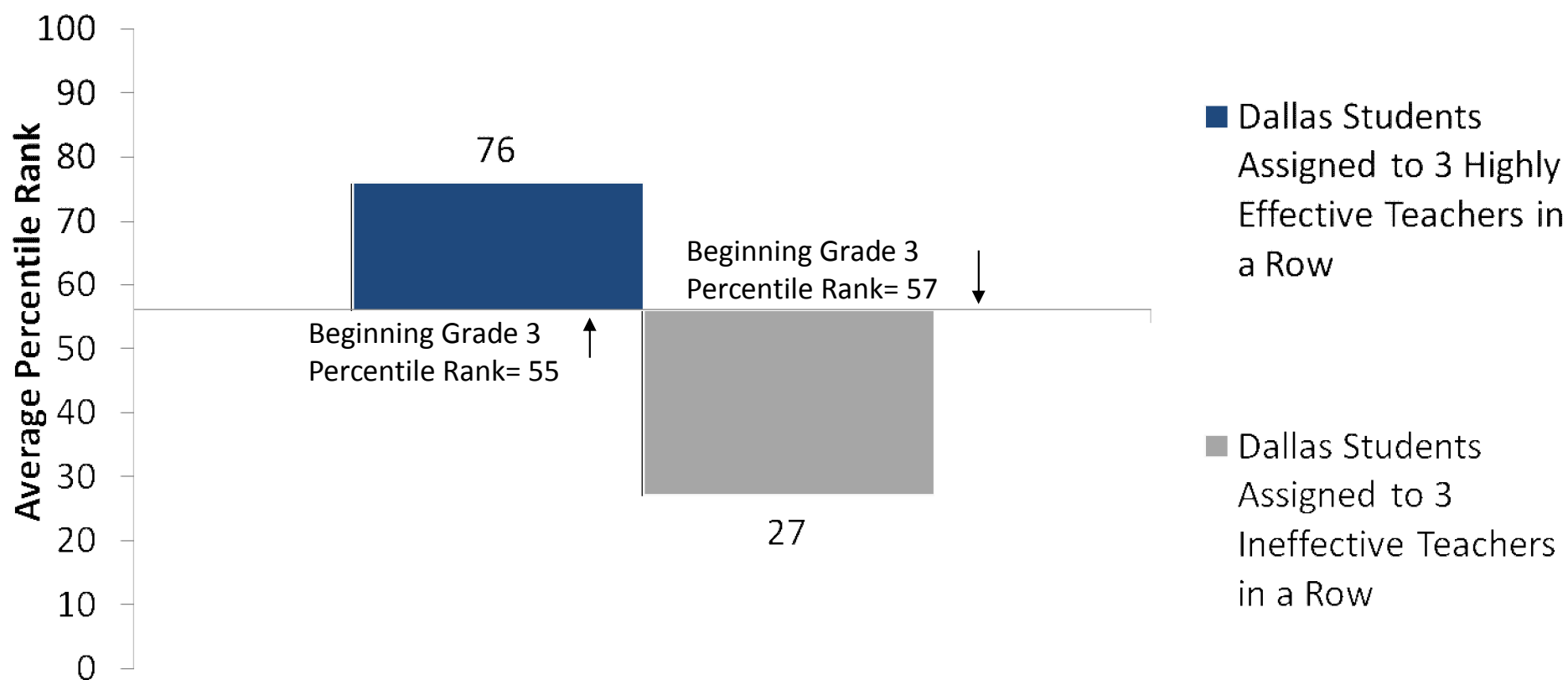
Source: Gordon, R., Kane, T.J., and Staiger, D.O. (2006). *Identifying Effective teachers Using Performance on the Job*. Washington, D.C.: The Brookings Institution.


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Students in Dallas Gain More in Math with Effective Teachers: One Year Growth From 3rd-4th Grade



Cumulative Teacher Effects On Students' Math Scores in Dallas (Grades 3-5)





So, there are VERY BIG
differences among our teachers.



BUT...

We pretend that there aren't.

The Widget Effect

“When it comes to measuring instructional performance, **current policies and systems overlook significant differences between teachers. There is little or no differentiation of excellent teaching** from good, good from fair, or fair from poor. This is the **Widget Effect: a tendency to treat all teachers as roughly interchangeable**, even when their teaching is quite variable. Consequently, teachers are **not developed as professionals with individual strengths and capabilities**, and **poor performance is rarely identified or addressed.**”

- *The New Teacher Project, 2009*



In districts that use a two-rating teacher performance evaluation system—most commonly “satisfactory” or “unsatisfactory”—the “unsatisfactory” rating is rarely used.

Site	S Number of Satisfactory Evaluation Ratings SY03-04 - SY07-08 ¹	U Number of Unsatisfactory Evaluation Ratings SY03-04 - SY07-08 ²
Denver ³	2,676	22 (0.8%)
Jonesboro ⁴	246	0 (0%)
Pueblo ⁵	1,284	2 (0.2%)
Toledo ⁶	1,768	3 (0.2%)

All data for tenured/non-probationary teachers.

1 Source: District extant data supplied between April 2008 and March 2009

2 Source: District extant data supplied between April 2008 and March 2009

3 Number evaluation ratings assigned between SY 2003-04 to SY 2007-08

4 Number of evaluation ratings assigned between SY 2003-04 to SY 2005-06

5 Number of evaluation ratings assigned between SY 2005-06 to SY 2007-08

6 Number of evaluation ratings assigned between SY 2005-06 to SY 2007-08

Source:

© The New Teacher Project 2009

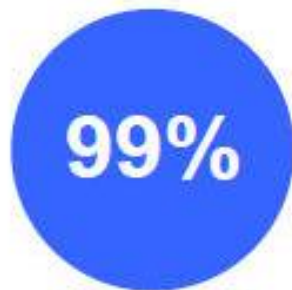
15

2/



Districts that use multiple evaluation ratings—three or more ratings—regularly award teachers the highest evaluation ratings.

Estimated percent of tenured/non-probationary teachers who received one of the top two highest performance evaluation ratings for evaluations conducted in SY 2007-08.




Cincinnati
(Based on a 4-Rating Scale)



Rockford
(Based on a 3-Rating Scale)

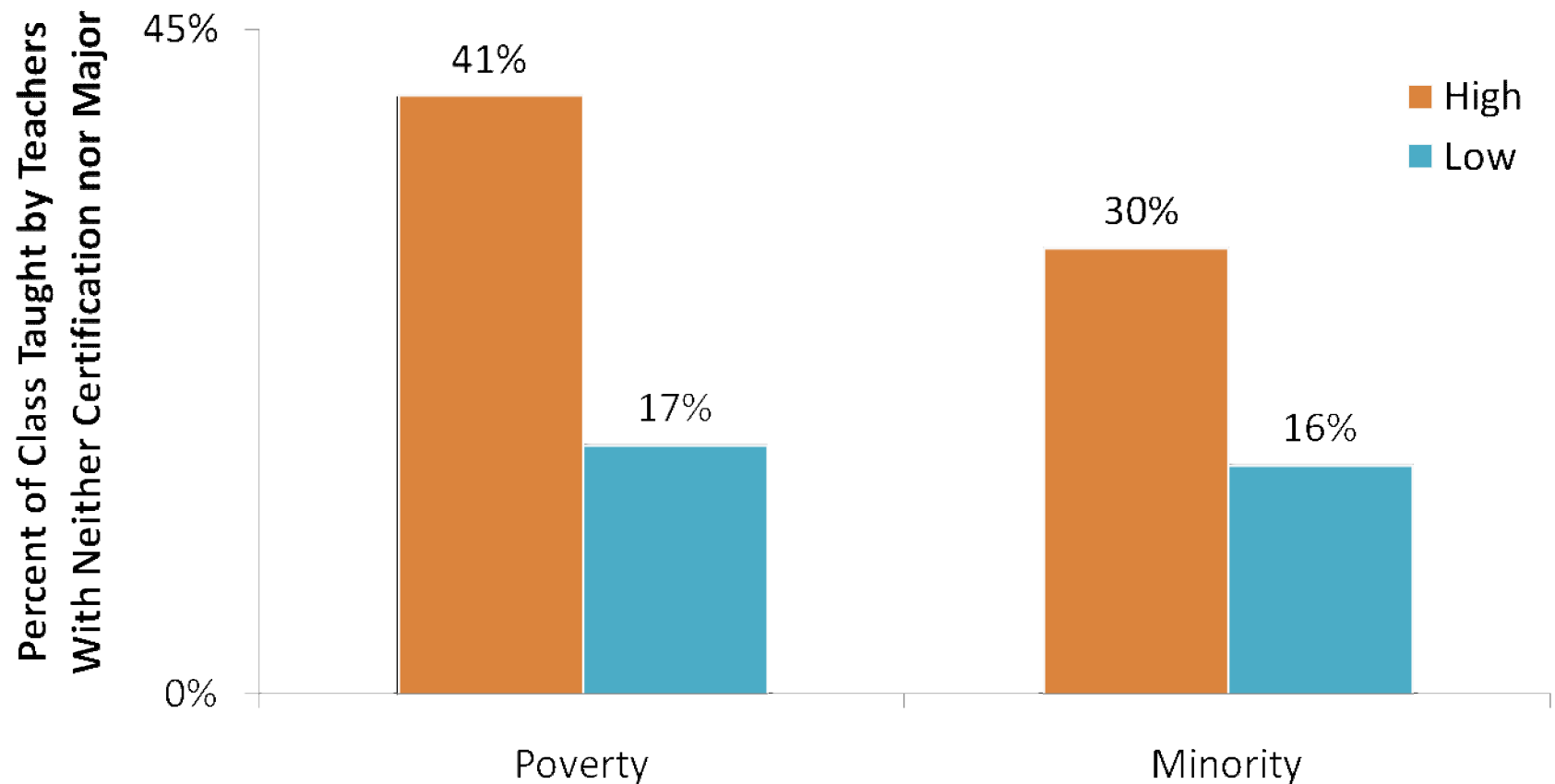
Source: District evaluation data supplied by Cincinnati Public Schools and Rockford Public Schools human resources departments from October 2008 to March 2009.

Source:



So, we paper over the differences
among our teachers AND...we
continue to assign our weakest to
the kids who need the strongest.

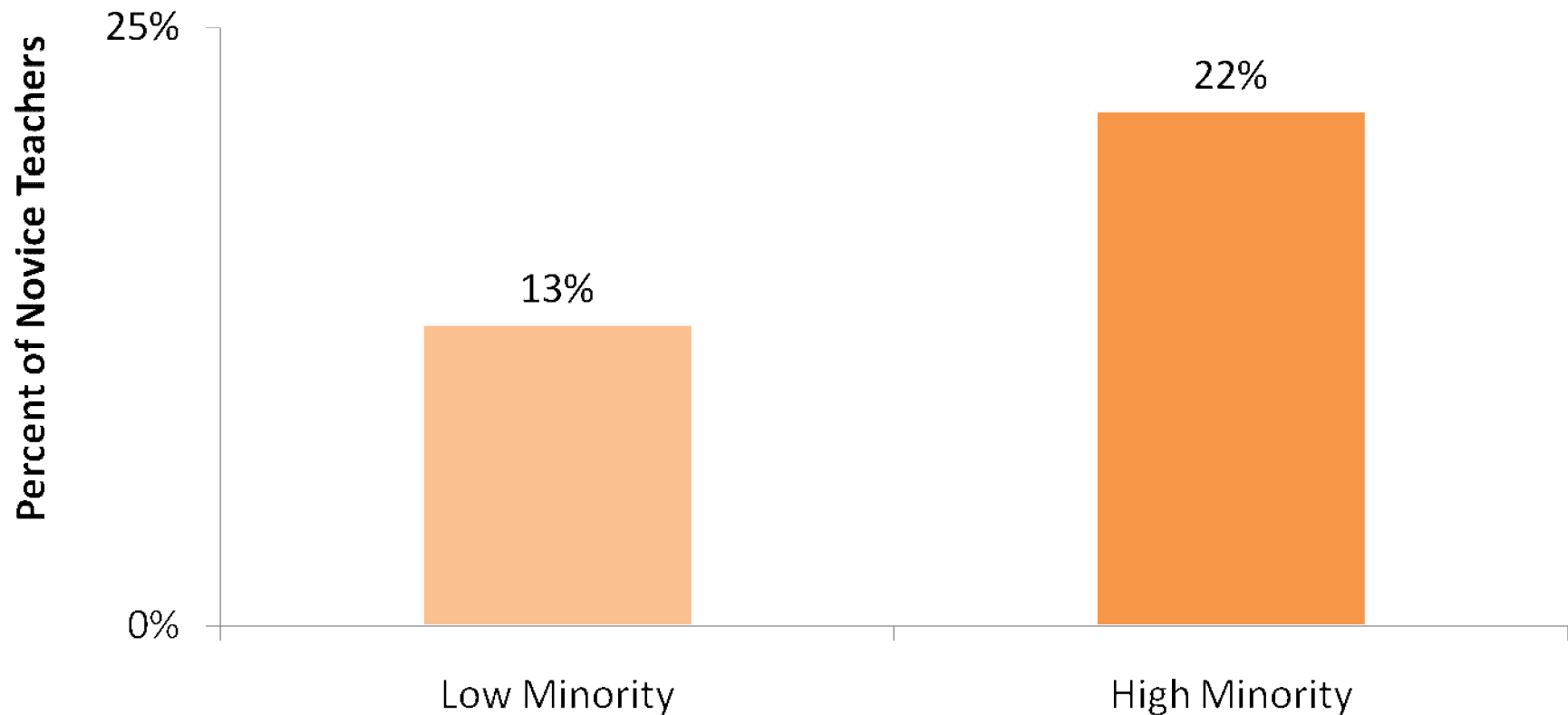
Math Classes at High-Poverty and High- Minority Schools More Likely to be Taught by Out of Field* Teachers



Note: High Poverty school-75% or more of the students are eligible for free/reduced price lunch. Low-poverty school -15% or fewer of the students are eligible for free/reduced price lunch. High minority school-75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school -10% or fewer of the students are non-White students.

***Teachers with neither certification nor major. Data for secondary-level core academic classes (Math, Science, Social Studies, English) across USA.**
Source: Analysis of 2003-2004 Schools and Staffing Survey data by Richard Ingersoll, University of Pennsylvania 2007. © 2011 THE EDUCATION TRUST

Students at High-Minority Schools More Likely to Be Taught By Novice* Teachers

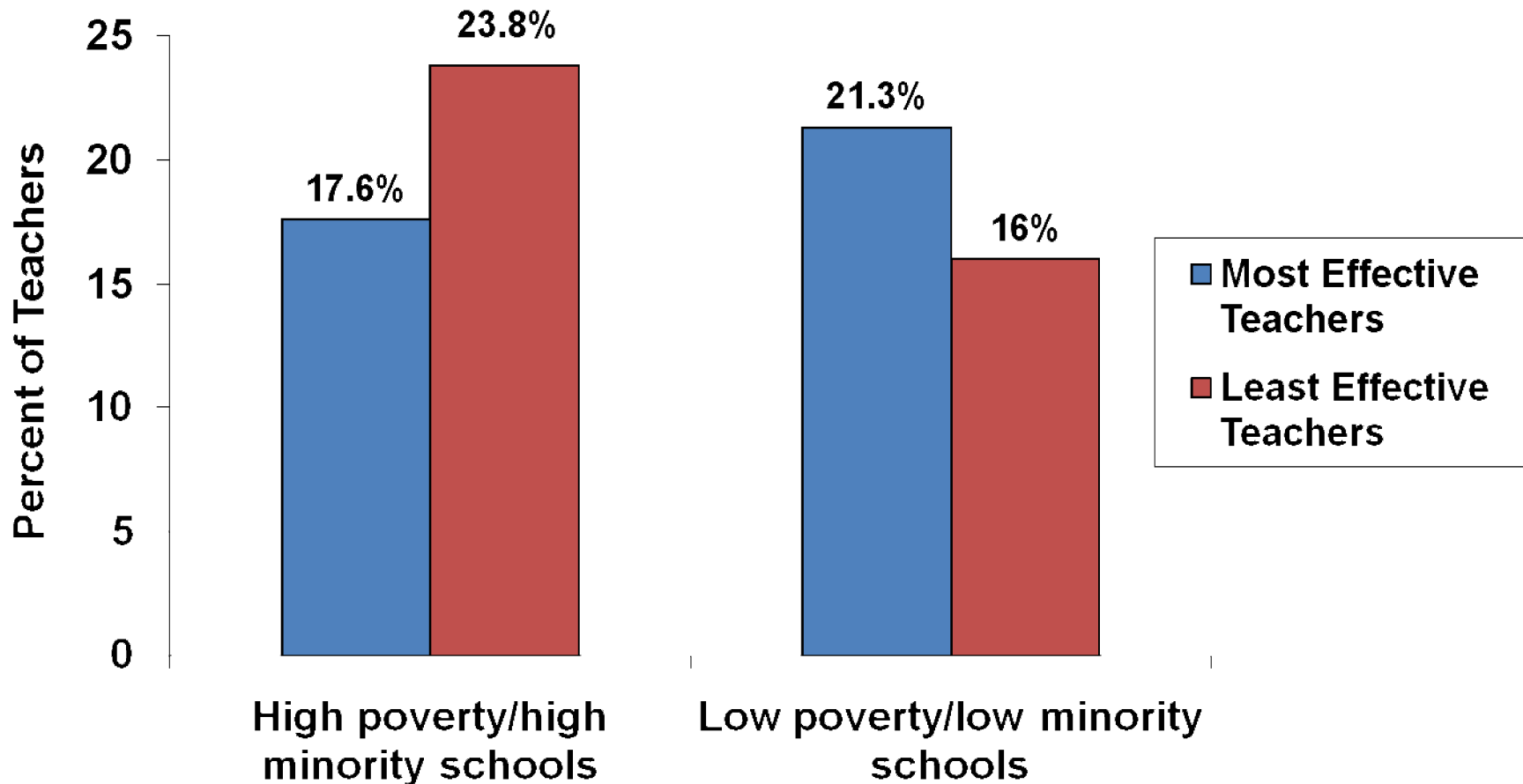


Note: High minority school-75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander.
Low-minority school -10% or fewer of the students are non-White students.

***Novice teachers are those with three years or fewer experience.**

Source: Analysis of 2003-2004 Schools and Staffing Survey data by Richard Ingersoll, University of Pennsylvania 2007. © 2011 THE EDUCATION TRUST

Tennessee: High poverty/high minority schools have fewer of the “most effective” teachers and more “least effective” teachers

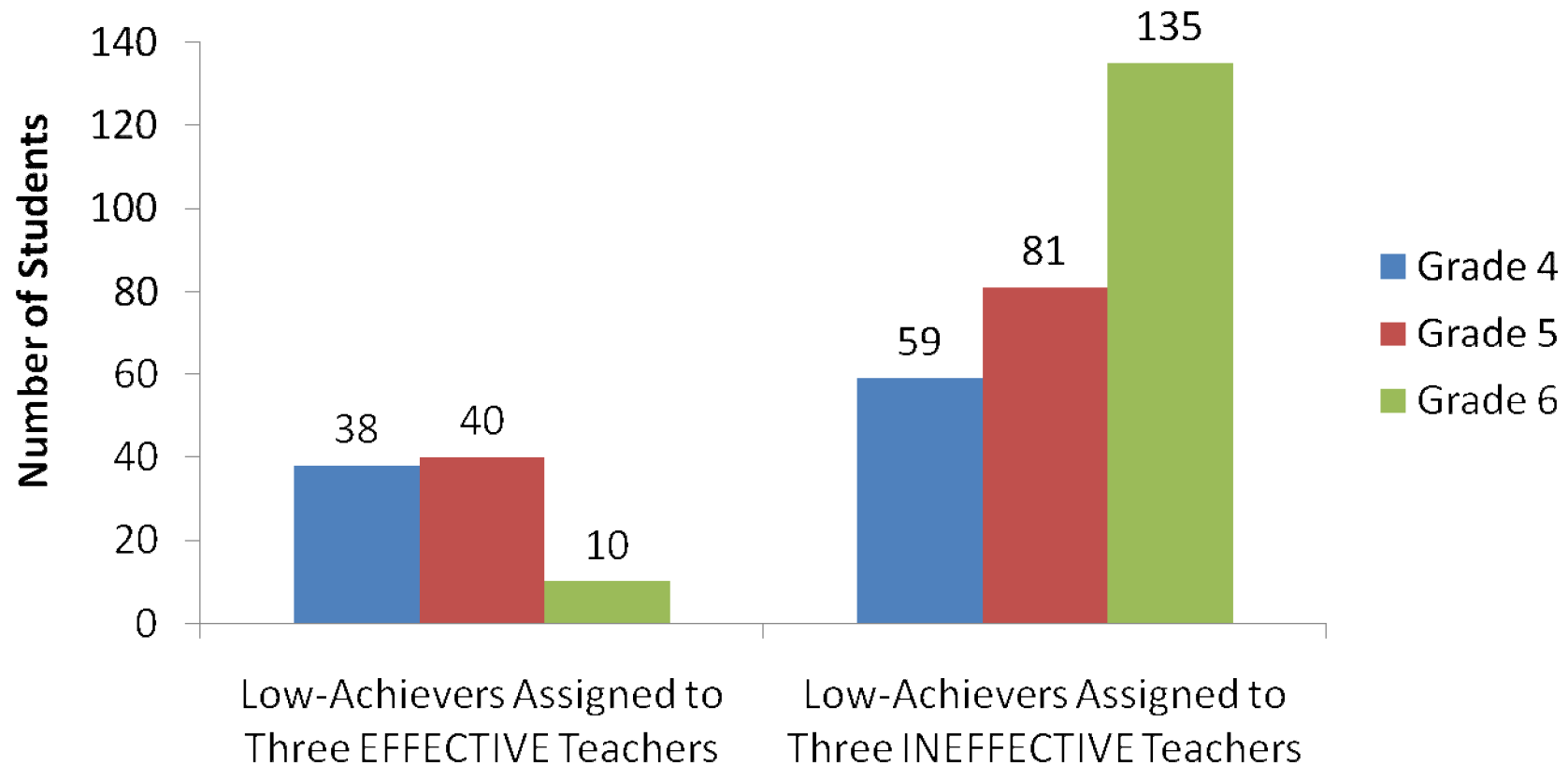


Note: High Poverty/High minority means at least 75% qualify for FRPL and at least 75% are minority.

Source: Tennessee Department of Education 2007. "Tennessee's Most Effective Teachers: Are they assigned to the schools that need them most?" http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007_03.pdf


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Low-Achieving Students are More Likely to be Assigned to Ineffective Teachers than Effective Teachers



High performing schools and districts...

- Work hard to attract and hold good teachers
- Make sure that their best are assigned to the students who most need them
- Chase out teachers who are not “good enough” for their kids.



Best example in the country right
now?

Charlotte-Mecklenburg's
“Strategic Staffing Initiative”



All in all, not a very long list.

Mostly just common sense.



But as school board members, you can prompt action on these things by the questions you ask.

Accelerating Progress: Nine Questions for School Board Members to Ask


Nine Questions for School Board Members to Ask

1. How are we assuring consistency in the rigor of the assignments our students get?
2. Are our teachers getting the feedback and support they need to grow? Are our strongest (and weakest) teachers fairly distributed?
3. Do we have a pipeline of strong leaders?
4. Are we aiming high for everybody's children?

Source:


5. Do all of our students complete the curriculum that will enable them to choose post-high school paths—or are we choosing for them?
6. Are participation rates in advanced options equal?
7. How do we provide supports for struggling students?
8. How many of our students are chronically absent? What are we doing about that?
9. Are parents partners...or the excuse we use when things aren't going well?

Source:




Asking some of those questions
won't win you any popularity
contest.

Indeed, it will take some courage to
ask—and to insist on honest answers.



But doing so is hugely important
to the future of your
communities and our country.



At the moment, our country is on
a dangerous path.




America: Two Enduring Stories

1. **Land of Opportunity:**

Work hard, and you can become anything you want to be.

2. **Generational Advancement:**

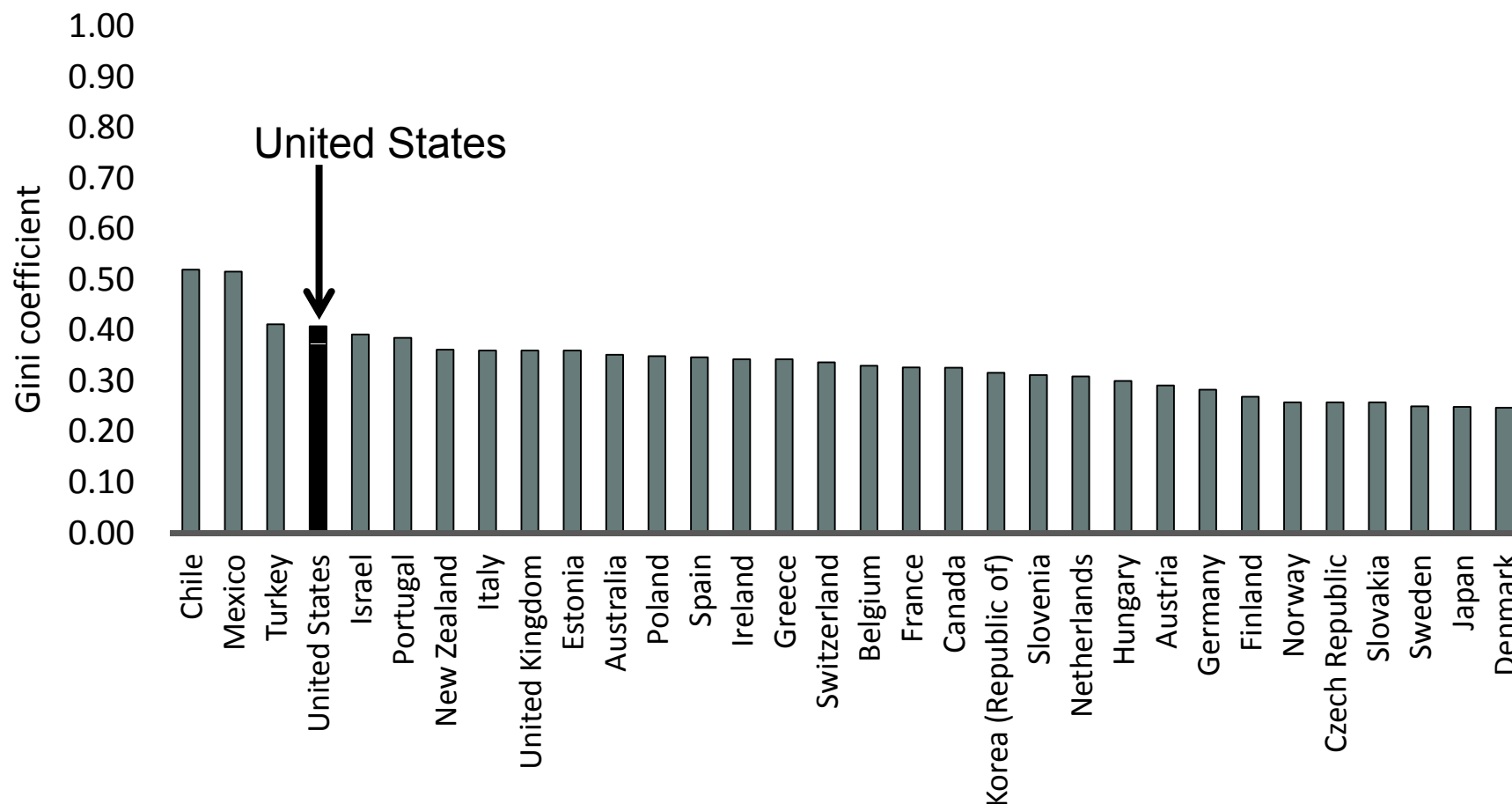
Through hard work and sacrifice,
each generation of parents will be
able to assure a better life—and
better education—for their children.



Powerful Pervasive Wrong

Source:

U.S. has the fourth-highest income inequality among OECD nations



Note: Gini coefficient ranges from 0 to 1, where 0 indicates total income equality and 1 indicates total income inequality

Source: United Nations, UNdata, <http://data.un.org/DocumentData.aspx?q=gini&id=230>



For people of color, the past four years have brought an economic Tsunami.

Real Median Annual Income

	2007	2011	Percent Change
Black Head of Household	35,072	31,784	- 9.4%
Hispanic Head of Household	41,945	39,901	- 4.9%
White Head of Household	59,111	56,320	- 4.7%

Source:

2010 Poverty Rates

Black	27%
Latino	26%
Asian	12.1%
White	9.9%

Source:

Change in Median Wealth, 2005-2009

Hispanic Households	Down 66%
Black Households	Down 53%
Asian Households	Down 54%
White Households	Down 16%


Source:

Median Wealth of White Families

20 X that of African Americans

18 X that of Latinos

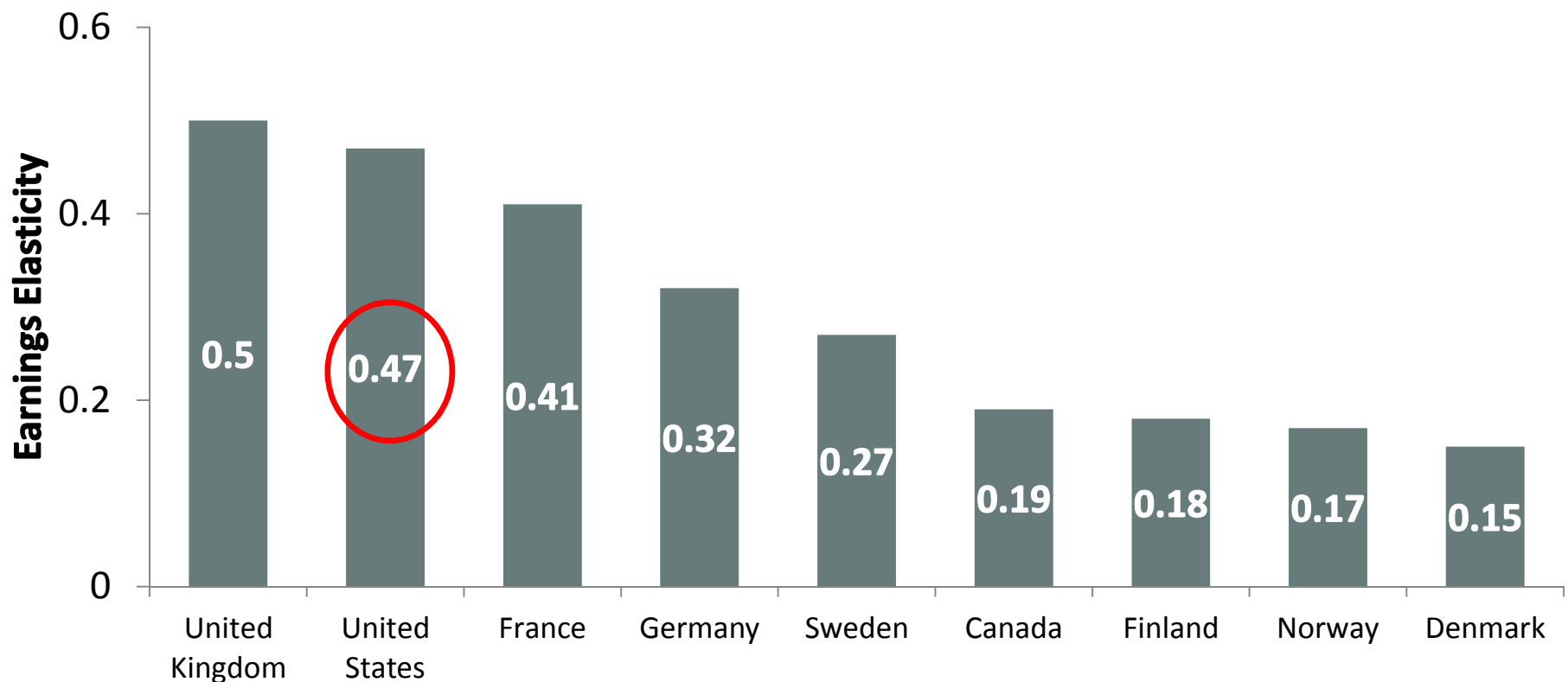
Source:



Not just wages, but mobility as
well.

The US now has one of lowest rates of intergenerational mobility

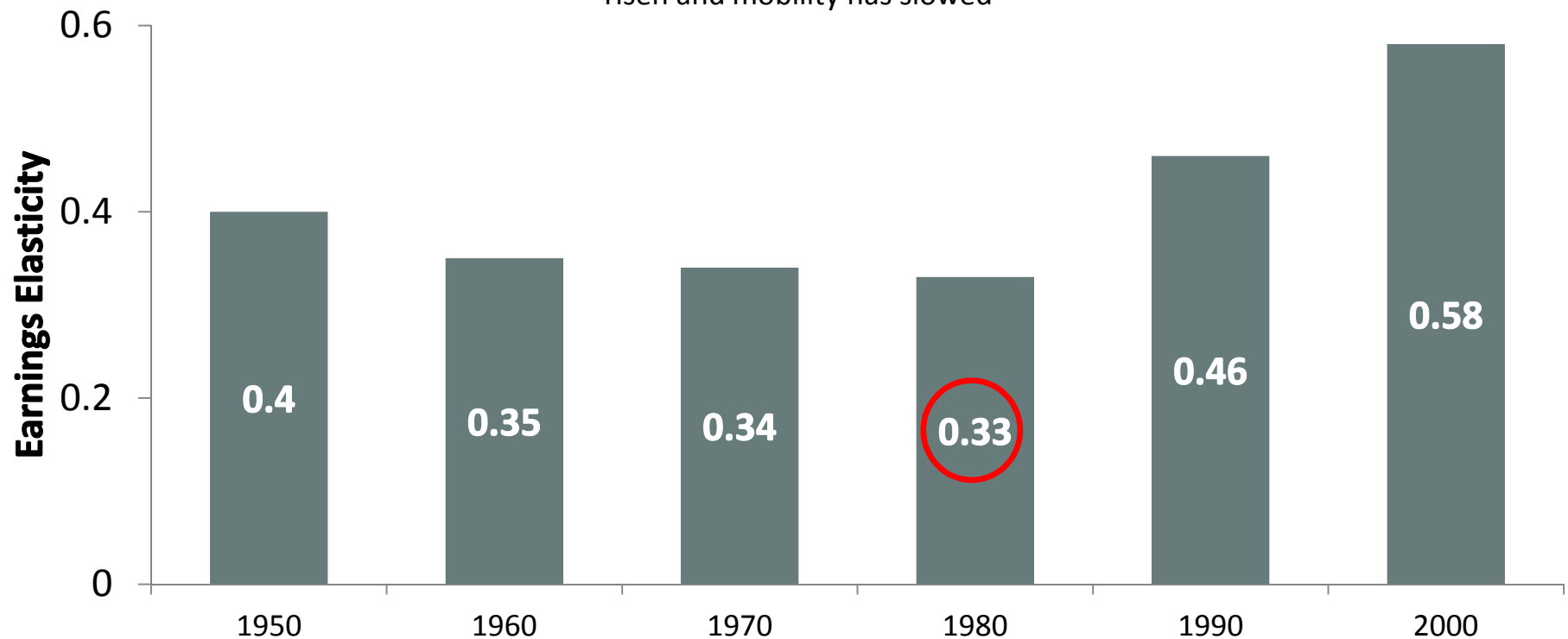
Cross-country examples of the link between father and son wages



Source: Hertz, Tom. *Understanding Mobility in America*. Center for American Progress: 2006.

US intergenerational mobility was increasing until 1980, and has sharply declined since

The falling elasticity meant increased economic mobility until 1980. Since then, the elasticity has risen and mobility has slowed




Source: Aaronson and Mazumder. *Intergenerational Economic Mobility in the U.S., 1940-2000*.

Federal Reserve Bank of Chicago WP 2005-12: Dec. 2005.

What does that mean?

That we have essentially hollowed out the middle class, and are fast becoming a country where those at the top stay at the top and those at the bottom stay there, too.



At macro level, better and more
equal education is not the only
answer.

But at the individual level, it really is.

What **WE** do, in other words, is
hugely important to returning
this country to the principles on
which it was founded.













E G LINDSTROM
LLIE B WALKER Jr
GARY E EICHELER
WART R MOODY
MMY D SANDERS
LEE HAMMONDS
NNY W OVERTON
LLIAM S WADDLE
E M BEDSWORTH
IAM F GILMORE Jr
MICHAEL O LUND
NDALL E RAMSDEN

JOEL B SIMPSON
ALVIN L HALVERSON · THOMAS M HILL Jr · RALPH
GEORGE R MATTHEWS · JOHN MAYNARD · MICHAEL M
TARRY T O'REILLY · ANTHONY P ODDO · DU
JOEL R STEPP · DOUGLAS H TANNER · LANNIE RAY
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JONATHAN L LAMM · ENRIQUE LUJAN · CHARLES T
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MICHAEL H BREEDING · R D F BROWN Jr · THOMAS C
WALTER K D · CHARLES P DUESSENT · DA






THAT FROM THE
WE TAKE INCREASED DEVOTION
THAT CAUSE FOR WHICH THEY GAVE
LAST FULL MEASURE OF DEVOTI
THAT WE HERE HIGHLY RESOLVE
THESE DEAD SHALL NOT HAVE DIE
VAIN-THAT THIS NATION UNDER
SHALL HAVE A NEW BIRTH OF FREED
AND THAT GOVERNMENT OF THE PE
BY THE PEOPLE FOR THE PEOPLE S
NOT PERISH FROM THE EARTH.









Preserving our freedoms as
Americans has required courage,
tenacity and a high level of skill from
generations of soldiers.

Today, it requires those same things
of us.

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